Louisiana Guide to Implementing Eureka Math Squared
Grade 3

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 3, this document provides multiple layers of guidance regarding how Eureka Math Squared lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Eureka Math Squared is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Eureka Math Squared goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

Unlike the implementation guides for the original Eureka Math, we are not suggesting the prioritization of lessons. Instead, it is recommended that the lessons be taught in the intended order, especially in the early years of implementing this new curriculum.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

Updated on July 20, 2023

Table of Contents

Suggested Implementation Calendar 3

Standards by Module 4

Standards by Lesson 6

Louisiana Standards Alignment 10

Acceleration in Mathematics 15

Family Resources 16

Grade 3 Suggested Implementation Calendar

Grade 3	Module	Approximate Number of Days	Number of Lessons
Weeks 1-5	Module 1: Multiplication and Division with Units of 2, 3, 4, 5, and 10	23-25 Days	23 Lessons
Weeks 6-10	Module 2: Place Value Concepts Through Metric Measurement	25-30 Days	25 Lessons
Weeks 11-16	Module 3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	25-30 Days	25 Lessons
Weeks 17-20	Module 4: Multiplication and Area	19-20 Days	19 Lessons
Weeks 21-26	Module 5: Fractions as Numbers	27-30 Days	27 Lessons
Weeks 27-32	Module 6: Geometry, Measurement, and Data	26-30 Days	26 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 3: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8	3.OA.D.8 3.NBT.A.1 3.NBT.A.2 3.MD.A.2 3.MD.B.3	3.OA.A.1 3.OA.A.2 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.MD.C.7 3.OA.D.8 3.OA.D.9 3.NBT.A.3	3.G.A.1 3.MD.C.5 3.MD.C.5a 3.MD.C.5b 3.MD.C.6 3.MD.C.7 3.MD.C.7a 3.MD.C.7b 3.MD.C.7c 3.MD.C.7d	3.NF.A.1 3.NF.A.2 3.NF.A.2a 3.NF.A.2b 3.NF.A.3 3.NF.A.3a 3.NF.A.3b 3.NF.A.3c 3.NF.A.3d 3.MD.B.4 3.G.A.2	3.MD.A.1 3.MD.B.3 3.MD.B.4 3.MD.D.8 3.G.A.1 3.OA.D.8
Prerequisite Standards: 2.NBT.A.2 2.OA.C.3 2.OA.C.4	Prerequisite Standards: 2.NBT.B.7 2.NBT.B.8 2.MD.B.6	Prerequisite Standards: 2.NBT.B.7 2.NBT.B.8 2.MD.B.6	Prerequisite Standards: 2.MD.A.2 2.G.A.1 2.G.A.3	Prerequisite Standards: 2.MD.A.2 2.G.A.1 2.G.A.3	Prerequisite Standards: 2.G.A.1 2.MD.C.7

Standards by Lesson

Grade 3: Standards by Lesson	
Module 1 Lessons	**Standards**
1	2.NBT.A.2
2	3.OA.A.1
3	3.OA.A.1
4	3.OA.A.1
5	3.OA.A.3
6	3.OA.A.2
7	3.OA.A.2
8	3.OA.A.2, 3.OA.A.3
9	3.OA.A.2, 3.OA.A.3
10	3.OA.A.1, 3.OA.B.5
11	3.OA.A.1,
	3.OA.B.5
12	3.OA.B.5, 3.OA.C.7
13	3.OA.A.1, 3.OA.B.5
14	3.OA.B.5, 3.OA.C.7
15	3.OA.A.2, 3.OA.A.4, 3.OA.B.6
16	3.OA.A.2, 3.OA.A.4, 3.OA.B.6
17	3.OA.A.2, 3.OA.A.3, 3.OA.A.4, 3.OA.B.6
18	3.OA.A.2, 3.OA.A.3
19	3.OA.B.5, 3.OA.C.7
20	3.OA.B.6, 3.OA.C.7
21	3.OA.C.7
22	3.OA.A.3, 3.OA.C.7
23	3.OA.D.8
Module 2 Lessons	**Standards**
1	3.MD.A.2
2	3.MD.A.2
3	3.MD.A.2
4	3.MD.A.2
5	3.MD.A.2
6	3.MD.A.2
7	3.MD.A.2
8	3.NBT.A.1
9	3.NBT.A.1

10	3.NBT.A.1
11	3.NBT.A.1
12	3.NBT.A.1
13	3.MD.B.3
14	3.NBT.A.2
15	3.NBT.A.2
16	3.NBT.A.2
17	3.NBT.A.2
18	3.NBT.A.2
19	3.NBT.A.2
20	3.NBT.A.2
21	3.NBT.A.2
22	3.NBT.A.2
23	3.NBT.A.2
24	3.NBT.A.2
25	3.OA.D.8

Module 3 Lessons	Standards
1	3.OA.B.5, 3.OA.C.7
2	3.OA.A.3, 3.OA.A.4, 3.OA.B.6
3	3.OA.A.4, 3.OA.B.5
4	3.OA.B.5
5	3.OA.B.5
6	3.OA.B.5
7	3.OA.A.3, 3.OA.A.4, 3.OA.B.6
8	3.OA.A.3, 3.OA.B.5
9	3.OA.B.5
10	3.OA.B.5
11	3.OA.B.5
12	3.OA.A.3
13	3.OA.D.9

14	3.OA.B.5, 3.OA.C.7, 3.OA.D.9
15	3.OA.A.1, 3.OA.A.2, 3.OA.D.9
16	3.OA.D.9
17	3.OA.C.7, 3.OA.D.9
18	3.OA.A.1, 3.OA.A.2
19	3.OA.D.8
20	3.NBT.A.3
21	3.OA.B.5, 3.NBT.A.3
22	3.OA.D.8, 3.NBT.A.3
23	3.OA.B.5, 3.OA.D.9
24	3.OA.B.5, 3.OA.C.7
25	3.OA.A.3, 3.OA.D.8

Module 4 Lessons	Standards
1	3.G.A.1

2	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6
3	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6
4	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6
5	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6
6	3.MD.C.6, 3.MD.C.7a
7	3.MD.C.6, 3.MD.C.7a
8	3.MD.C.7a, 3.MD.C.7b
9	3.MD.C.7b
10	3.MD.C.7c, 3.MD.C.7d
11	3.MD.C.7b, 3.MD.C.7c, 3.MD.C.7d
12	3.MD.C.7a, 3.MD.C.7b
13	3.MD.C.7b, 3.MD.C.7c
14	3.MD.C.7b, 3.MD.C.7d Modifications- Omit this lesson.

15	3.MD.C.7b, 3.MD.C.7d Modifications- Omit this lesson.
16	3.MD.C.5, 3.MD.C.5a, 3.MD.C.5b, 3.MD.C.6
17	3.MD.C.7b, 3.MD.C.7d Modifications- Omit the following paragraphs from the vignette in Design a Dream Home in Learn: Tell students you want to add a space to the room for reading. Build off the art room to make a smaller rectangle with sides of 3 feet and 4 feet. Demonstrate writing the length and width on the chart. Demonstrate writing the length and width on the chart. My room isn't a rectangle anymore. How can I find the total area of the room?

	You can find the area of the two rectangles that make the room and add them together. Omit finding the area of the desk and game corner in problem 1 in the Problem Set. Omit finding the area of the desk in the Exit Ticket.
18	3.MD.C.6, 3.MD.C.7b, 3.MD.C.7d Modifications- Omit shapes M and N in Plot the Areas of Shapes in Learn.
19	3.MD.C.7b, 3.MD.C.7d Modifications- **Omit** shapes M and N in Plot the Areas of Shapes in Learn.

Module 5 Lessons	Standards
1	3.G.A.2
2	3.G.A.2

3	3.G.A.2
4	3.NF.A.1, 3.G.A.2
5	3.NF.A.1, 3.G.A.2
6	3.NF.A.1, 3.G.A.2
7	3.NF.A.1, 3.G.A.2
8	3.NF.A.1, 3.NF.A.3c, 3.G.A.2
9	3.NF.A.3d, 3.G.A.2
10	3.NF.A.3d, 3.G.A.2
11	3.NF.A.2a, 3.NF.A.2b
12	3.NF.A.2a, 3.NF.A.2b
13	3.NF.A.3a, 3.NF.A.3b
14	3.NF.A.3a, 3.NF.A.3b
15	3.NF.A.2a, 3.NF.A.2b
16	3.NF.A.3a, 3.NF.A.3b, 3.MD.B.4
17	3.NF.A.3a, 3.NF.A.3b, 3.NF.A.3c

18	3.NF.A.2b, 3.NF.A.3d
19	3.NF.A.3d
20	3.NF.A.3d
21	3.NF.A.3d
22	3.NF.A.2a, 3.NF.A.3b, 3.NF.A.3c
Module 6 Lessons	**Standards**
1	3.MD.A.1
2	3.MD.A.1
3	3.MD.A.1
4	3.MD.A.1
5	3.MD.A.1
6	3.MD.A.1
7	3.OA.D.8 Modification- Omit this lesson Use new lesson 7.1 and 7.2 from the Louisiana Alignment Guide. 3.MD.E.9

8	3.G.A.1
9	3.G.A.1
10	3.G.A.1
11	3.G.A.1
12	3.G.A.1
13	3.MD.D.8
14	3.MD.D.8
15	3.MD.D.8
16	3.MD.D.8
17	3.MD.D.8
18	3.MD.D.8
19	3.MD.D.8

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	Module 1: Lessons 2, 3, 4, 10, 11, 13 Module 3: Lessons 15, 18
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, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8*	Module 1: Lessons 6, 7, 8, 9, 15, 16, 17, 18 Module 3: Lessons 15 18
3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Module 1: Lessons 5, 8, 9, 18 Module 3: Lessons 2, 7, 8, 12, 25
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?*	Module 1: Lessons 15, 16, 17 Module 3: Lessons 2, 3, 7
3.OA.B.5	Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	Module 1: Lessons 10, 11, 12, 13, 14, 19 Module 3: Lessons 1, 3, 4, 5, 6, 9, 10, 11, 14, 21, 23, 24
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.*	Module 1: Lessons 15, 16, 17, 20 Module 3: Lesson 2

3.OA.C.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Module 1: Lessons 12, 14, 19, 20, 21, 22 Module 3: Lessons 1, 14, 17, 24
3.OA.D.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Module 1: Lessons 23 25 Module 3: Lessons 19, 22, 25 Module 6: Lesson 7
3.OA.D.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	Module 3: Lessons 13, 14, 15, 16, 17
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Module 2: Lessons 8, 9, 10, 11, 12
3.NBT.A.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Module 2: Lessons 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 80, 5 60) using strategies based on place value and properties of operations.	Module 3: Lessons 20, 21, 22
3.NF.A.1	Understand a fraction 1/b, with denominators 2, 3, 4, 6, and 8, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by *a* parts of size 1/b.	Module 5: Lessons 4, 5, 6, 7, 8, 27
3.NF.A.2	Understand a fraction with denominators 2, 3, 4, 6, and 8 as a number on a number line diagram.	
3.NF.A.2a	Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Module 5: Lessons 11, 12, 15, 22, 23

3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Module 5: Lessons 11, 12, 15, 18, 26, 27
3.NF.A.3	Explain equivalence of fractions with denominators 2, 3, 4, 6, and 8 in special cases, and compare fractions by reasoning about their size.	
3.NF.A.3a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	Module 5: Lessons 13, 14, 16, 17
3.NF.A.3b	Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Module 5: Lessons 13, 14, 16-17, 22, 23, 26
3.NF.A.3c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	Module 5: Lessons 8, 17, 22, 23, 24, 25
3.NF.A.3d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Module 5: Lessons 9, 18, 19, 20, 21
3.MD.A.1	Understand time to the nearest minute.	Module 6: Lessons 1, 2, 3, 4, 5, 6
3.MD.A.1a	Tell and write time to the nearest minute and measure time intervals in minutes, within 60 minutes, on an analog and digital clock.	
3.MD.A.1b	Calculate elapsed time greater than 60 minutes to the nearest quarter and half hour on a number line diagram.	

3.MD.A.1c	Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Module 2: Lessons 1, 2, 3, 4, 5, 6, 7
3.MD.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" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Module 2: Lesson 13
3.MD.B.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	Module 5: Lesson 16
3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	Module 4: Lessons 2, 3, 4, 5, 16
3.MD.C.5a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Module 4: Lessons 2, 3, 4, 5, 16
3.MD.C.5b	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Module 4: Lessons 2, 3, 4, 5, 16
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Module 4: Lessons 2 3, 4, 5, 6, 7, 16, 18
3.MD.C.7	Relate area to the operations of multiplication and addition.	

3.MD.C.7a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Module 4: Lessons 6, 7, 8, 12
3.MD.C.7b	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	Module 4: Lessons 8, 9, 11, 12, 13, 14, 15, 17, 19
3.MD.C.7c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	Module 4: Lessons 10, 11, 13
3.MD.D.8	Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Module 6: Lessons 13, 14, 15, 16, 17, 18, 19
3.MD.E.9	Solve word problems involving pennies, nickels, dimes, quarters, and bills greater than one dollar, using the dollar and cent symbols appropriately.	
3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Module 4: Lesson 1 Module 6: Lessons 8, 9, 10, 11, 12
3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	Module 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Acceleration in Mathematics within the context of Eureka Math Squared Equip

Diagnose:
To begin, use the Pre-Module Assessment to diagnose students' proficiency with essential foundational knowledge. Then use the data from that assessment to do the following:

- Identify possible unfinished student learning.
- Select supporting activities from this guide that best meet the needs of your students.

Plan:
Plan when you might provide student support to accelerate learning by reviewing the Pre-Module Assessment overview which includes at-a-glance information about the material associated with each assessment item and when the foundation content is needed in the current module.

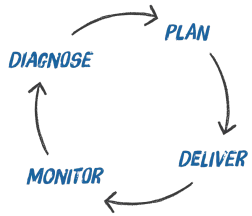
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

Deliver:
Deliver the supporting activities. Depending on students' needs, select any combination of the supporting activities to teach. Supporting activities are designed to be flexible. Most can be used with a single student, a small group, or even a whole class.

Monitor:
Monitor student progress by analyzing their performance on the Exit ticket from the "Needed By" module lesson, topic quizzes, or end of Module assessments.

Useful Resources:
Eureka Math Squared Equip User Guide

For more information visit the Equip Section in the platform.
*Please log in for the link to work.



Family Resources for Eureka Math Squared

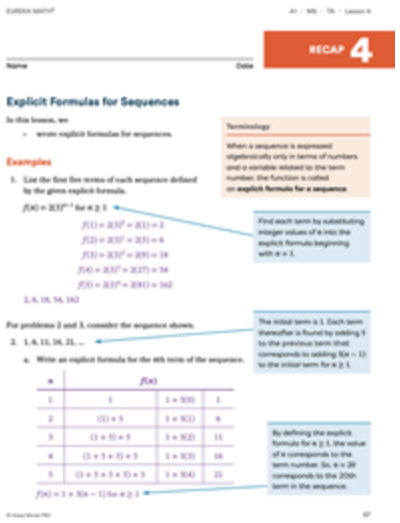
Parents "How can I Help"

Practice Support

- Use the thinking of the "partner" who is solving problems like those in the Practice.

Ask Questions

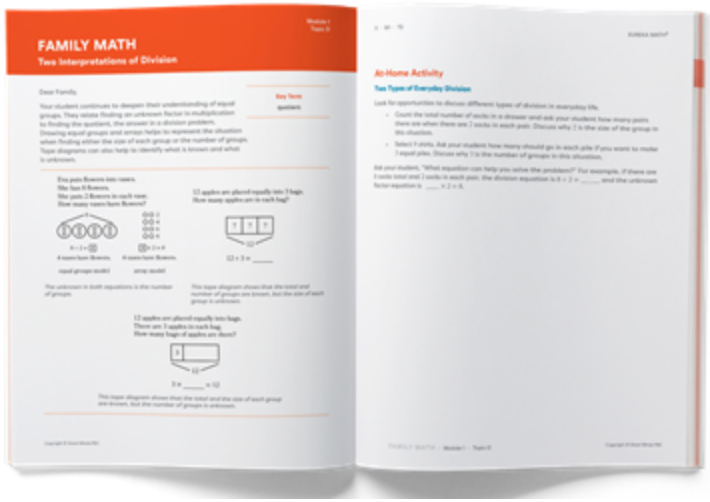
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



Lesson Recap for grades 6-9 in the Apply Book

Family Math (K-5) in the Apply Book

- Describes and shows key math concepts.
- Highlights new math vocabulary.
- Provides activities for student and family to do together at home.



Visit the Greatminds Family Math Page:
https://greatminds.org/eureka-math-squared-family-resources