Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

Timeline	Topic	Priority	Standard	Learning Checks
Unit 1 August/ September		E	3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	I can use place value to round numbers.
		E	3.NBT.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.	I can fluently add and subtract within 1000.
			3.OA.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.	I can solve one-step word problems. I can write an equation to represent a problem. I can decide if my answer is reasonable using estimation or mental math.
			3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using the properties of operations. *For example, oberve that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	I can identify patterns. I can explain patterns using the properties of operations.
Unit 2 October /November			3.OA.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.	I can interpret products of whole numbers.
			3.OA.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.	I can interpret whole number quotients.
			3.OA.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.1	I can multiply and divide in word problems with equal groups, arrays, and measurement quantities .
			3.OA.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 = ?.	I can determine the unknown number in multiplication and division.

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

			3.OA.5 Apply properties of operations as strategies to multiply and divide. 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.)	I can apply the commutative property to multiply and divide. I can apply the associative property to multiply and divide. I can apply the distributive property to multiply and divide.
			3.OA.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	I can understand that division is like a missing factor problem.
			3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows that 40 / 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	I can fluently multiply and divide within 100 using appropriate strategies or properties of operations. I can memorize all products of two one digit numbers.
			3.OA.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.	I can solve two-step word problems. I can solve two-step word problems using +, -, x, and ÷. I can show the unknown number (quantity) using an equation with a letter. I can decide if my answer is reasonable using mental computation or estimation and explain why it does or doesn't make sense.
			3.NBT.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.	I can multiply one-digit whole numbers by multiples of ten in the range of 10-90.

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

Unit 3 (November/ December)			**3.G.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.**	**I can describe, analyze, and compare properties of quadrilaterals. I can compare and classify shapes by attributes (sides & angles). I can group shapes with shared attributes to define a larger category. I can draw examples of quadrilaterals that do not belong to any of the subcategories. I can understand that shapes in different categories can share attributes. I can recognize rhombuses, recatngles, and squares as quadrilaterals.**
			3.G.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.	**I can partition shapes into parts with equal areas. I can describe the area of the part using a fraction.**
Unit 4 (January)			**3.NF.1: Understand a fraction 1/b 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.**	**I can understand fractions. I can understand the parts of a fraction (numerator and denominator). I understand that a fraction is made up of multiple unit fractions. This means that 4/5 is made up of four 1/5s.**
			3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	**I can understand a fraction as a number on a number line. I can represent a fraction on a number line.**

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

	Number and Operations—Fractions		a. 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.	I can partition a blank number line to show where a unit fraction is located. I can understand that a unit fraction is equal to the distance from zero to its mark on a number line.
			b. 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.	I can partition a blank number line to show where a fraction is located. I can understand that a fraction is equal to the distance from zero to its mark on a number line.
			3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	I can explain what it means when fractions are equivalent. I can compare fractions by thinking about their size
			a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	I can understand that two fractions are equivalent if they are the same size or are at the same place on a number line.
			b. 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.	I can recognize and generate simple equivalent fractions. I can explain why the fractions are equivalent.
			c. 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	I can express whole numbers as fractions. I can recognize fractions that are equal to a whole number

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

			d. 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.	I can compare two fractions with the same numerator or the same denominator by reasoning about their size. I can understand that I can only compare fractions when they refer to the same size whole. I can compare fractions using symbols and justify my answer
Unit 5 (February)	Measurement and Data Part 1		3. MD. 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 in minutes, EG by representing the problem on a number line diagram.	I can tell time to the nearest minute. I can measure time intervals in minutes. I can solve addition and subtraction word problems with time intervals.
			3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 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.	I can measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. I can add, subtract, multiply, and divide to solve one-step word problems involving masses or volumes that are given in same units
			3.MD.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.	I can create a scaled picture and bar graph to show data with several categories (using increments greater than one). I can interpret one and two-step problems asking "how many more" and "how many less".
			3.MD.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.	I can measure to the nearest half and fourth inch. I can use measurement data to create a horizontal line plot showing whole numbers, halves, or quarters.

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

Unit 6	**Measurement & Data Part 2**		**3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.** **a. 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.** **b. 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.**	**I can understand that one way to describe a plane figure is by its area.** **I understand that area is measured in square units.** **I understand how to use square units to measure area (no gaps or overlaps)**
			3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**I can find and count the area of a plane figure divided into square units.**
			3.MD.7: Relate area to the operations of multiplication and addition. **a. 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.**	**I can find the area of a rectangle by tiling it.** **I can show the area I found by tiling would give me the same answer as multiplying the length by the width.**
			3.MD.7: b. 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.	**I can solve problems by finding area by multiplying the length by the width.** **I can represent products as rectangular areas.**
			3.MD.7: c. 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	**I can use an area model to represent the distributive property.** **I can use tiling to show how to use the distributive property with area.** **I can use area models to show how to use the distributive property with area.**
			3.MD.7: d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	**I can decompose a rectilinear figure to find its area to solve of a real world problem.** **I understand that I can find the area of a figure by adding the area of the parts of the whole.**

Simpson Elementary School Curriculum Prioritization and Mapping
3rd Grade Math

			3.MD.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.	**I can solve real world and mathematical problems involving the perimeter of a polygon.** **I can find the perimeter of a polygon when I know the lengths of the sides.** **I can find the length of a missing side(s) when I know the perimeter of a polygon.** **I can create rectangles with the same perimeter and different areas or the same area and different perimeters.**