

# Curriculum Map – Third Grade

## Year Overview

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
<b>Chapter 1</b> (12 days)			<b>Chapter 7</b> (9 days)			<b>Chapter 17</b> (10 days)			
(Read Chapter 2 for homework – use the mental math strategies when teaching Chapter 3 and 4) (Read Chapter 10 for homework – integrate working with money into the addition / subtraction problems of Chapter 3)			<b>Chapter 8</b> (11 days)			<b>Chapter 18</b> (10 days)			
			<b>Chapter 9</b> (13 days) Chapters 11 and 12 to be integrated into a Science unit (metric length, mass, volume, measurement, time and temperature through real-world problems)			<b>Chapter 19</b> (13 days)			
<b>Chapter 3</b> (10 days)			<b>Chapter 13</b> (19 days)			<b>Chapter 15</b> (15 days)			
<b>Chapter 4</b> (10 days)									
<b>Chapter 5</b> (9 days)			<b>Chapter 14</b> (13 days)			<b>Chapter 15</b> (15 days)			
<b>Chapter 6</b> (16 days)									
<b>Grades Entered by</b> <b>12/6/13</b>			<b>Grades Entered by</b> <b>3/14/14</b>			<b>Grades Entered by</b> <b>6/13/14</b>			
<b>Standards Addressed:</b> 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8			<b>Standards Addressed:</b> 3.MD.3 3.MD.4 3.G.2 3.NF.1 3.NF.2 3.NF.2.a 3.NF.2.b 3.NF.3.a 3.NF.3.c			<b>Standards Addressed:</b> 3.MD.4 3.MD.5.a 3.MD.5.b 3.MD.6 3.MD.7.a 3.MD.7.b 3.MD.7.c 3.MD.7.d 3.MD.8 3.G.1 3.NBT.2			

# Curriculum Map – Third Grade

September – Mid September

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.OA.9	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <p>9. Identify number patterns (including patterns in the addition table or multiplication table) and explain them using the properties of operations.</p>		word form standard form digit place value chart/strip expanded form greater than less than least greatest rule number line	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 1 (12 days)  9/3/13 to 9/18/13

# Curriculum Map – Third Grade

## Mid September

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.2	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>20</sup></b></p> <p>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.</p>		rounded estimate reasonable overestimate leading digit front-end estimation		Chapter 2 Teachers read Chapter 2 and use mental math strategies when teaching Chapters 3-4

<sup>20</sup>A range of algorithms may be used.

# Curriculum Map – Third Grade

Mid-September –Early October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.2	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>20</sup></b></p> <p>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.</p>		sum regroup	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	<p>(Read Chapter 10 for homework – integrate working with money into the addition / subtraction problems of Chapter 3)</p> <p>Chapter 3 (10 days)</p> <p>9/19/13 to 10/3/13</p>

- Use mental math strategies from Chapter 2
- Include problems using money from Chapter 10

<sup>20</sup>A range of algorithms may be used.

# Curriculum Map – Third Grade

## October

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.2	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>20</sup></p> <p>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.</p>		difference regroup	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 4 (10 days)  10/4/13 to 10/21/13
<ul style="list-style-type: none"> <li>• Use mental math strategies from Chapter 2</li> <li>• Include problems using money from Chapter 10</li> </ul> <p><sup>20</sup> A range of algorithms may be used.</p>					

# Curriculum Map – Third Grade

Late October – November

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.2	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b><sup>20</sup></p> <p>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.</p>		sum difference bar model	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 5 (9 days)  10/22/13 to 11/5/13
3.OA.8	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <p>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.</p>				

<sup>20</sup> A range of algorithms may be used.

# Curriculum Map – Third Grade

## November – Early December

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.OA.4	<b>Represent and solve problems involving multiplication and division.</b> 4. Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers.		Skip Dot paper Number line Commutative Property of multiplication Associative property of multiplication Multiplicative property of one Multiplicative property of zero Array model Area model Equal groups	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 6 (16 days)  11/6/13 to 12/3/13
3.OA.5	<b>Understand properties of multiplication and the relationship between multiplication and division.</b> 5. Apply properties of operations as strategies to multiply and divide.				
3.OA.7	<b>Multiply and divide with 100.</b> 7. Fluently 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.9	<b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b> 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.				
3.NBT.3	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.<sup>20</sup></b> 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies base on place value and properties of operations.				
3.OA.1	<b>Represent and solve problems involving multiplication and division.</b> 1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as a total number of objects in 5 groups of 7 objects each.				

# Curriculum Map – Third Grade

November – Early December (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.OA.2 3.OA.3	<p><b>Represent and solve problems involving multiplication and division.</b>  <b>Interpret whole number quotients</b></p> <p>2. Interpret whole number quotients of whole numbers, e.g., interpret <math>56/8</math> 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.</p> <p>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.</p>				
3.OA.6.	<p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p> <p>6. Understand division as an unknown factor problem. <i>For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</i></p>				

<sup>20</sup> A range of algorithms may be used.



# Curriculum Map – Third Grade

## December

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.3	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b> <sup>20</sup> 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.		product	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 7 (9 days)  12/4/13 to 12/17/13
3.OA.4	<b>Represent and solve problems involving multiplication and division.</b> 4. Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers.				
3.OA.5	<b>Understand properties of multiplication and the relationship between multiplication and division.</b> 5. Apply properties of operations as strategies to multiply and divide.				
3.OA.7	<b>Multiply and divide within 100.</b> 7. Fluently 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.9	<b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b> 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.				

<sup>20</sup> A range of algorithms may be used.

# Curriculum Map – Third Grade

## Early January - Mid January

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.OA.4	<b>Represent and solve problems involving multiplication and division.</b> 4. Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers.		Quotient Remainder Even numbers Odd numbers	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 8 (11days)  1/2/14 to 1/17/14
3.OA.5 3.OA.6	<b>Understand properties of multiplication and the relationship between multiplication and division.</b> 5. Apply properties of operations as strategies to multiply and divide. 6. Understand division as an unknown factor problem.				
3.OA.7	<b>Multiply and divide within 100.</b> 7. Fluently 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.3	<b>Represent and solve problems involving multiplication and division.</b> 3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies base on place value and properties of operations.				
3.OA.9	<b>Solve problems involving the four operations, and identify nd explain patterns in arithmetic.</b> 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.				

# Curriculum Map – Third Grade

## Mid January – Early February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.3	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b></p> <p>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</p>		twice double	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 9 (13 days) 1/21/14 – 2/7/14
3.OA.4	<p><b>Represent and solve problems involving multiplication and division.</b></p> <p>4. Determine the unknown whole number in a multiplication or division equation relating 3 whole numbers.</p>				
3.OA.5	<p><b>Understand properties of multiplication and the relationship between multiplication and division.</b></p> <p>5. Apply properties of operations as strategies to multiply and divide.</p>				
3.OA.7	<p><b>Multiply and divide within 100.</b></p> <p>7. Fluently 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.</p>				
3.OA.8	<p><b>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b></p> <p>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.</p>				

# Curriculum Map – Third Grade

Mid January – Early February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3. OA.6.	<b>Understand properties of multiplication and the relationship between multiplication and division.</b> 6. Understand division as an unknown factor problem.				

# Curriculum Map – Third Grade

## February

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.MD.3	<p><b>Represent and interpret data.</b></p> <p>3. Draw a scaled picture graph and 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.</p>		vertical horizontal axis scale line plot survey	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 13 (9 days)  2/10/14 to 2/27/14

# Curriculum Map – Third Grade

## March

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.G.2	<b>Reason with shapes and their attributes.</b> 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal areas and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</i>			Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 14 (13 days)  2/28/14 to 3/19/14
3.NF.2 3.NF.3.c	<b>Develop understanding of fractions as numbers.</b> 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form <math>3 = \frac{3}{1}</math>; recognize that <math>\frac{6}{1} = 6</math>; locate <math>\frac{4}{4}</math> and 1 at the same point of a number line diagram.</i>				
3.MD.4	<b>Represent and interpret data.</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.				
3.NF.1 3.NF.2.a 3.NF.2.b 3.NF.3.a 3.NF.3.d	<b>Develop understanding of fractions as numbers.</b> 1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .				

# Curriculum Map – Third Grade

March (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	<p><b>Represent a fraction <math>1/b</math> on a number line diagram.</b></p> <p>2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>b. Represent a fraction <math>a/b</math> on the number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p>3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p>				

# Curriculum Map – Third Grade

March (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
	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.				



# Curriculum Map – Third Grade

Late March – Early April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.G.1	<p><b>Reason with shapes and their attributes.</b></p> <p>1. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		point line end point line segment angle right angle greater than less than perpendicular lines “is perpendicular to” parallel lines “is parallel to”	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 17 (10 days)  3/20/14 to 4/2/14

# Curriculum Map – Third Grade

## Early April– Mid April

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.G.1.	<p><b>Reason with shapes and their attributes.</b></p> <p>1. Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>		plane figure open figure closed figure polygon vertex quadrilateral parallel rhombus parallelogram pentagon octagon tangram slide flip turn rotate congruent symmetry line of symmetry	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap.	Chapter 18 (10 days)  4/3/14 to 4/17/14

## End of April – Mid May

# Curriculum Map – Third Grade

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.MD.5.a 3.MD.5.b 3.MD.6 3.MD.7.d	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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.</p> <p>b. A plane figure which can be covered without gaps or overlaps by <math>n</math> unit squares is said to have an area of <math>n</math> square units.</p> <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>7. Relate area to the operations of multiplication and addition.</p> <p>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.</p>		area square units square centimeter square inch square meter square foot perimeter	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap.	Chapter 19 (13 days)  4/28/14 to 5/14/14
3.MD.8	<p><b>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</b></p> <p>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.</p>				

# Curriculum Map – Third Grade

End of April – Mid May (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.NBT.2	<p><b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b> <sup>20</sup></p> <p>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.</p>				
3.MD.7.b	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p>7. Relate area to the operations of multiplication and addition.</p> <p>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 represents whole-number products as rectangular areas in mathematical reasoning.</p>				
<p><sup>20</sup>A range of algorithms may be used.</p>					

# Curriculum Map – Third Grade

Late May - June

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.MD.4	<p><b>Represent and interpret data.</b></p> <p>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.</p>		inch half-inch foot (ft) yard (yd) mile (mi) ounce (oz) pound (lb) ton (T)	Create a common assessment; blending items from test prep, chapter assessment, and put on your thinking cap	Chapter 15 (15 days)  5/21/13 to 6/11/13
3.MD.7.a 3.MD.7.b 3.MD.7.c	<p><b>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</b></p> <p>7. Relate area to the operations of multiplication and addition.</p> <p>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.</p> <p>b. Multiply side lengths 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.</p> <p>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths <math>a</math> and <math>b+c</math> is the sum of <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.</p>		cup (c) pint (p) quart (qt) gallon (gal)		

# Curriculum Map – Third Grade

Late May – June (cont.)

MA 2011 Code	MA 2011 Standard (with Focus Highlighted)	Resources	Key Vocabulary	Assessment	Pacing
3.MD.4	<p><b>Represent and interpret data.</b></p> <p>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 unit – whole numbers, halves, or quarters.</p>				