Grade 3 Mathematics Curriculum Map

Grade 3 Mathematics
Curriculum Map at a Glance

Quarter 1	
Beginning to Mid (Aug. 10-Sept. 8)	Mid to End (Sept. 11-Oct. 13)
Standards:	Standards:
3.NBT.1.1 3.NBT.1.2 3.OA.1.1 3.OA.1.2 3.OA.1.3	3.OA.2.6 3.OA.1.4 3.OA.3.7 3.OA.2.5 3.OA.4.9
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.3.NBT.1.1 Form A and iReady Standards Mastery MAFS.3.NBT.1.2 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.OA.1.1 Form A Mid-Quarter 1 Test: ● iReady Standards Mastery MAFS.3.OA.1.2 Form A and iReady Standards Mastery MAFS.3.OA.1.3 Form A	Quiz 1: ● iReady Standards Mastery MAFS.3.OA.2.6 Form A and iReady Standards Mastery MAFS.3.OA.1.4 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.OA.2.5-1 Form A and iReady Standards Mastery MAFS.3.OA.2.5-2 Form A Quarter 1 Test: ● iReady Standards Mastery MAFS.3.OA.4.9 Form A

Grade 3 Mathematics
Curriculum Map at a Glance

Quarter 2	
Beginning to Mid (Oct. 18-Nov. 14)	Mid to End (Nov. 15-Dec. 22)
Standards:	Standards:
3.NBT.1.3 3.OA.4.8 3.OA.3.7	3.MD.1.1 3.MD.1.2 3.MD.2.3 3.MD.2.4
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.3.NBT.1.3 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.OA.4.8 Form A Mid-Quarter 2 Test: ● iReady Standards Mastery MAFS.3.OA.3.7 Form A	Quiz 1: ● iReady Standards Mastery MAFS.3.MD.1.1-1 Form A and iReady Standards Mastery MAFS.3.MD.1.1-2 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.MD.1.2-1 Form A and iReady Standards Mastery MAFS.3.MD.1.2-2 Form A Quarter 2 Test: ● iReady Standards Mastery MAFS.3.MD.2.3 Form A and iReady Standards Mastery MAFS.3.MD.2.4 Form A

Grade 3 Mathematics
Curriculum Map at a Glance

Quarter 3	
Beginning to Mid (Jan. 9-Feb. 9)	Mid to End (Feb. 12-Mar. 15)
Standards:	Standards:
3.MD.3.5.a-b 3.MD.3.6 3.MD.3.7.a-d 3.MD.4.8 3.G.1.1	3.NF.1.1 3.G.1.2 3.NF.1.2.a-b 3.NF.1.3.a-d
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.3.MD.3.5/MAFS.3.MD.3.6 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.MD.3.7.a-b Form A and iReady Standards Mastery MAFS.3.MD.3.7.c-d Form A Mid-Quarter 2 Test: ● iReady Standards Mastery MAFS.3.MD.4.8 Form A and iReady Standards Mastery MAFS.3.G.1.1-1 Form A and iReady Standards Mastery MAFS.3.G.1.1-2	Quiz 1: ● iReady Standards Mastery MAFS.3.NF.1.1 Form A and iReady Standards Mastery MAFS.3.G.1.2 Form A Quiz 2: ● iReady Standards Mastery MAFS.3.NF.1.2 Form A and iReady Standards Mastery MAFS.3.NF.1.3.a Form A Quarter 2 Test: ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form A and iReady Standards Mastery MAFS.3.NF.1.3.d Form A

Grade 3 Mathematics
Curriculum Map at a Glance

*The following standards are part of major clusters in 3rd Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Quarter 4	
Beginning to Mid (Mar. 19-Apr. 24)	Mid to End (Apr. 25-May 25)
Standards:	**Standards:**
3.OA.4.8 3.OA.3.7 3.G.1.1 3.G.1.2	3.NF.1.1 3.NF.1.2 3.NF.1.3.a-b 3.NF.1.3.c-d
Assessments: *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.	**Assessments:** *You must have a minimum of a Mid-Quarter and Quarter Test per 9 Week grading period. Listed below is a suggested list of Standard Mastery Assessments to use as Quiz and Test grades aligned to the pacing in the Curriculum Map.
Quiz 1: ● iReady Standards Mastery MAFS.3.OA.4.8 Form B and iReady Standards Mastery MAFS.3.OA.3.7 Form B Quiz 2: ● iReady Standards Mastery MAFS.3.G.1.1-1 Form B and iReady Standards Mastery MAFS.3.G.1.1-2 Form B Mid-Quarter 2 Test: ● iReady Standards Mastery MAFS.3.G.1.2 Form B	Quiz 1: ● iReady Standards Mastery MAFS.3.NF.1.1 Form B and iReady Standards Mastery MAFS.3.NF.1.2 Form B Quiz 2: ● iReady Standards Mastery MAFS.3.NF.1.3.a Form B Quarter 2 Test: ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form B and iReady Standards Mastery MAFS.3.NF.1.3.d Form B

Grade 3 Mathematics Curriculum Map
Quarter 1 (Beginning to Mid)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Use place value understanding in properties of operations to perform multi-digit arithmetic.	
Standards:	
3.NBT.1.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.1.2	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.

Essential Questions:	Objectives: Students will be able to...
● How can you round numbers? ● How can you use place value to determine what two tens a two digit number falls between? ● How can you use place value to determine what two hundreds a three digit number falls between? ● How can you use the combine place value strategy to subtract 3-digit numbers?	● Round whole numbers to the nearest 10 and 100 through the use of a number line, hundred chart, place value chart, etc. ● Explain the results of rounding. ● Understand the relationship between addition and subtraction. Use the standard algorithm for multi-digit addition and subtraction.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 2 Lesson 8 ● iReady MAFS Unit 2 Lesson 9 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 1 Lesson 2 ● Go Math! Chapter 1 Lesson 3-Modify ● Do not introduce compatible number strategies. ● Go Math! Chapter 1 Lesson 11-Add ● Practice with subtraction computation to meet fluency expectation.	Summative (Required): ● iReady Standards Mastery MAFS.3.NBT.1.1 Form A ● iReady Standards Mastery MAFS.3.NBT.1.2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NBT.1.1 Form B ● iReady Standards Mastery MAFS.3.NBT.1.2 Form B ● iReady MAFS Unit 2 Lesson 8 Independent Practice ● iReady MAFS Toolbox Lesson 8 Quiz ● iReady MAFS Unit 2 Lesson 9 Independent Practice ● iReady MAFS Toolbox Lesson 9 Quiz
Essential Vocabulary	**Differentiated Instruction**
● place value ● round ● estimate	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 6 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking ● Represent and solve problems involving multiplication and division.	
Standards:	
3.OA.1.1	Interpret products of whole number, e.g., interpret 5x7 as the total number of objects in 5 groups of 7 objects each.
3.OA.1.2	Interpret whole-number quotients of whole numbers.
3.OA.1.3	Use multiplication and division within 100 to solve 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.

Essential Questions:	Objectives: Students will be able to...
● How is multiplying like adding? ● How can you use multiplication to find out how many in all? ● How can you model a division problem to find how many in each group? ● How can you use arrays to model multiplication and find factors?	● Identify the symbol for multiplication and its meaning. ● Identify parts of multiplication equations. ● Identify parts of division equations. ● Interpret quotients in division. ● Describe a context that could be represented as the quotient of two whole numbers. ● Explain arithmetic patterns using properties of operations.
Resources	**Assessments**
Test Item Specs ● iReady Unit 1 Lesson 1 ● iReady Unit 1 Lesson 4 ● iReady Unit 3 Lesson 11 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 3 Lesson 1-As is ● Go Math! Chapter 3 Lesson 2-As is ● Go Math! Chapter 3 Lesson 5 ● Go Math! Chapter 6 Lesson 2-As is ● Go Math! Chapter 6 Lesson 3-As is ● Go Math! Chapter 6 Lesson 4-As is	Summative (Required): ● iReady Standards Mastery MAFS.3.OA.1.1 Form A ● iReady Standards Mastery MAFS.3.OA.1.2 Form A ● iReady Standards Mastery MAFS.3.OA.1.3 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.OA.1.1 Form B ● iReady Standards Mastery MAFS.3.OA.1.2 Form B ● iReady Standards Mastery MAFS.3.OA.1.3 Form B ● iReady MAFS Unit 1 Lesson 1 Independent Practice ● iReady MAFS Unit 1 Lesson 4 Independent Practice ● iReady MAFS Unit 3 Lesson 11 Independent Practice ● iReady Toolbox Lesson 1 Quiz ● iReady Toolbox Lesson 4 Quiz ● iReady Toolbox Lesson 11 Quiz
Essential Vocabulary	**Differentiated Instruction**
● equation ● multiply ● factor ● product ● array ● equal groups	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map

Quarter 1 (Mid to End)

Pacing: 5 days

Domain(s)/Cluster(s):

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.

Standards:

3.OA.2.6	Understand division as an unknown factor-problem.
3.OA.1.4	Determine the whole number in a multiplication or division equation relating three whole numbers.
	*Embedded throughout the school year. Assess when appropriate.
*3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:

- How can knowing a multiplication fact help solve a division sentence?
- How can knowing a multiplication fact help to find the missing number in a division fact?

Objectives: Students will be able to...

- Use variables to demonstrate inverse operations for multiplication and division.
- Identify the inverse operation of a multiplication or division equation.
- Demonstrate fluency with multiplication facts through 9.

Resources

Test Item Specs

- iReady MAFS Unit 1 Lesson 5
- iReady MAFS Unit 1 Lesson 6
- iReady MAFS Toolbox
- CPALMS

GoMath! Guidance Document

- Go Math! Chapter 4 Lesson 5
- Go Math! Chapter 4 Lesson 8
- Go Math! Chapter 4 Lesson 9

Assessments

Summative (Required):

- iReady Standards Mastery MAFS.3.OA.2.6 Form A
- iReady Standards Mastery MAFS 3.OA.1.4 Form A
- iReady Standards Mastery MAFS 3.OA.3.7 Form A

*Embedded throughout the year - Assess when appropriate

Formative (Optional):

- iReady Standards Mastery MAFS.3.OA.2.6 Form B
- iReady Standards Mastery MAFS.3.OA.1.4 Form B
- iReady Standards Mastery MAFS.3.OA.3.7 Form B

*Embedded throughout the year – Assess when appropriate

- iReady MAFS Unit 1 Lesson 5 Independent Practice
- iReady MAFS Unit 1 Lesson 6 Independent Practice
- iReady Toolbox Lesson 5 Quiz
- iReady Toolbox Lesson 6 Quiz

Essential Vocabulary

- fact family
- multiply
- factor
- product
- division
- dividend
- divisor
- quotient

Differentiated Instruction

- iReady MAFS Toolbox
- CPALMS
- Go Math! Grab and Go Centers
- Go Math! ELL Activity Guide
- Go Math! Re-teach and Enrich Books

Pacing: 6 days
Domain(s)/Cluster(s):
Operations and Algebraic Thinking ● Understand properties of multiplication and the relationship between multiplication and division.

Standards:	
3.OA.2.5	Apply properties of operations as strategies to multiply and divide.

Essential Questions:	Objectives: Students will be able to...
• How can you use the Commutative Property to find products? • What happens when you multiply a number by a 1 or 0? • How can you use the Distributive Property to find products? • How can you use the Associative Property to find products?	• Apply the Commutative, Associative, and Distributive Properties to decompose, regroup, and/or reorder factors.
Resources	**Assessments**
Test Item Specs • iReady MAFS Unit 1 Lesson 2 • iReady MAFS Unit 1 Lesson 3 • iReady MAFS Toolbox • CPALMS GoMath! Guidance Document • Go Math! Chapter 3 Lesson 6 • Go Math! Chapter 3 Lesson 7-As is • Go Math! Chapter 4 Lesson 4 • Go Math! Chapter 4 Lesson 6-Modify • Condense lessons 4 and 6 to allow the students to use the properties	Summative (Required): • iReady Standards Mastery MAFS.3.OA.2.5-1 Form A • iReady Standards Mastery MAFS.3.OA.2.5-2 Form A Formative (Optional): • iReady Standards Mastery MAFS.3.OA.2.5-1 Form B • iReady Standards Mastery MAFS.3.OA.2.5-2 Form B • iReady MAFS Unit 1 Lesson 2 Independent Practice • iReady MAFS Unit 1 Lesson 3 Independent Practice • iReady Toolbox Lesson 2 Quiz • iReady Toolbox Lesson 3 Quiz
Essential Vocabulary	**Differentiated Instruction**
• array • factor • multiply • product • Commutative Property • Associative Property • Distributive Property	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Pacing: 3 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking ● Represent and solve problems involving multiplication and division.	
Standards:	
3.OA.4.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Essential Questions:	Objectives: Students will be able to...
● How can you use the properties to explain patterns on the multiplication table?	● Identify and describe arithmetic patterns that occur in number charts and addition tables. ● Explain arithmetic patterns using properties of operations.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 1 Lesson 7 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 4 Lesson 7-As is	Summative (Required): ● iReady Standards Mastery MAFS.3.OA.4.9 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.OA.4.9 Form B ● iReady MAFS Unit 1 Lesson 7 Independent Practice ● iReady Toolbox Lesson 7 Quiz
Essential Vocabulary	**Differentiated Instruction**
● even number ● odd number ● pattern ● rule	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 2 (Beginning to Mid)

Pacing: 2 days	
Domain(s)/Cluster(s):	
Numbers and Operations in Base Ten ● Use place value understanding in properties of operations to perform multi-digit arithmetic.	
Standards:	
3.NBT 1.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90, using strategies based on place value and properties of operations.

Essential Questions:	Objectives: Students will be able to...
● How can counting by 10's help to find the product? ● How can you use multiplication facts, place value, and properties to solve multiplication problems?	● Use base 10 blocks, diagrams, or hundreds charts to multiply one-digit numbers by multiples of 10. ● Multiply one-digit numbers by multiples of 10 using strategies based on place value and operation properties.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 2 Lesson 10 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document	Summative (Required): ● iReady Standards Mastery MAFS.3.NBT.1.3 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NBT.1.3 Form B ● iReady MAFS Unit 2 Lesson 10 Independent Practice ● iReady Toolbox Lesson 10 Quiz
Essential Vocabulary	**Differentiated Instruction**
● multiply ● factor ● product	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 5 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking ● Use place value understanding in properties of operations to perform multi-digit arithmetic.	
Standards:	
3.OA.4.8	Solve two-step word problems using 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. *Embedded throughout the school year. Assess when appropriate.
*3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:	Objectives: Students will be able to...
● What clues help to know that the problem is a two-step word problem?	● Add and/or subtract two-step problem situations within 1000 using a variety of strategies. ● Choose the correct operations to perform the first and second computations to solve two-step word problems. ● Represent problems using equations with a letter (variable) to represent unknown quantities.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 3 Lesson 12 ● iReady MAFS Unit 3 Lesson 13 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 4 Lesson 10-Modify ● De-emphasize the focus on the table and use this lesson to provide more practice with students solving two-step problems in context.	Summative (Required): ● iReady Standards Mastery MAFS.3.OA.4.8 Form A ● iReady Standards Mastery MAFS 3.OA.3.7 Form A *Embedded throughout the year – Assess when appropriate Formative (Optional): ● iReady Standards Mastery MAFS.3.OA.4.8 Form B ● iReady Standards Mastery MAFS 3.OA.3.7 Form B *Embedded throughout the year – Assess when appropriate ● iReady MAFS Unit 3 Lesson 12-13 Independent Practice ● iReady Toolbox Lesson 12-13 Quiz
Essential Vocabulary	**Differentiated Instruction**
● operation ● equation ● round ● estimate	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 2 (Mid to End)

Pacing: 4 days

Domain(s)/Cluster(s):

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Standards:

3.MD.1.1	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, e.g., by representing the problem on a number line diagram. *Embedded throughout the school year. Assess when appropriate.
*3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:	Objectives: Students will be able to...
● How can you tell time to the nearest minute? ● How can you measure elapsed time in minutes? ● How can you find a starting time or an ending time when you know the elapsed time?	● Tell and write time to the nearest minutes using analog and digital clocks. *Measure duration (intervals) of time in minutes. ● Use clock models and number lines to solve word problems using time intervals in minutes. ● Solve addition and subtraction word problems involving durations (intervals) of time measured in minutes.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 20 ● iReady MAFS Unit 5 Lesson 21 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 10 Lesson 1 ● Go Math! Chapter 10 Lesson 3 ● Go Math! Chapter 10 Lesson 4	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.1.1-1 Form A ● iReady Standards Mastery MAFS.3.MD.1.1-2 Form A ● iReady Standards Mastery MAFS.3.OA.3.7 Form A *Embedded throughout the year – Assess when appropriate Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.1.1-1 Form B ● iReady Standards Mastery MAFS.3.MD.1.1-2 Form B ● iReady Standards Mastery MAFS 3.OA.3.7 Form B *Embedded throughout the year – Assess when appropriate ● iReady MAFS Unit 5 Lesson 20-21 Independent Practice ● iReady Toolbox Lesson 20-21 Quiz
Essential Vocabulary	**Differentiated Instruction**
● hour ● minute ● hour hand ● minute hand ● elapsed time	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 3 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Standards:	
3.MD.1.2 *3.OA.3.7	Measure and estimate liquid volumes and masses of objects using standard units of grams, kilograms, and liters. 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 to represent the problem. *Embedded throughout the school year. Assess when appropriate. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:	Objectives: Students will be able to...
● How can you estimate and measure liquid volume in metric units? ● How can you estimate and measure mass in metric units? ● How can you use models to solve liquid volume and mass problems?	● Estimate masses of solid objects. ● Estimate volumes of liquids. ● Measure masses of solid objects. ● Measure volumes of liquids. ● Solve one-step word problems involving masses or volumes using addition, subtraction, multiplication, or division.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 22 ● iReady MAFS Unit 5 Lesson 23 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 10 Lesson 7 ● Go Math! Chapter 10 Lesson 8 ● Go Math! Chapter 10 Lesson 9	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.1.2-1 Form A ● iReady Standards Mastery MAFS.3.MD.1.2-2 Form A ● iReady Standards Mastery MAFS.3.OA.3.7 Form A *Embedded throughout the year – Assess when appropriate Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.1.2-1 Form B ● iReady Standards Mastery MAFS.3.MD.1.2-2 Form B ● iReady Standards Mastery MAFS.3.OA.3.7 Form B *Embedded throughout the year – Assess when appropriate ● iReady MAFS Unit 5 Lesson 22 Independent Practice ● iReady MAFS Unit 5 Lesson 23 Independent Practice ● iReady Toolbox Lesson 22 Quiz ● iReady Toolbox Lesson 23 Quiz
Essential Vocabulary	**Differentiated Instruction**
● liquid volume ● liter ● mass ● gram ● kilogram ● measure ● estimate	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 3 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Represent and interpret data.	
Standards:	
3.MD.2.3	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.
*3.OA.3.7	*Embedded throughout the school year. Assess when appropriate. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:	Objectives: Students will be able to...
● How can you read and interpret data in a picture graph? ● How can you draw a picture graph to show data in a table? ● How can you read and interpret data in a bar graph? ● How can you draw a bar graph to show data in a table or picture graph? ● How can you solve problems using data represented in bar graphs?	● Identify different parts of a picture graph and a bar graph. ● Read and interpret scaled picture and bar graphs in order to solve one- and two-step problems. ● Collect data through a survey or experiment. ● Determine the appropriate increments for a scaled bar graph and appropriate key for a scaled picture graph. ● Construct scaled bar graphs and scaled picture graphs.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 24 ● iReady MAFS Unit 5 Lesson 25 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 2 Lessons 2-3 Modify-Condense these lessons placing strong emphasis on Chapter 2 Lesson 2 ● Go Math! Chapter 2 Lessons 4-5 Modify-Condense these lessons placing strong emphasis on Chapter 2 Lesson 4 ● Go Math! Chapter 2 Lesson 6	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.2.3 Form A ● iReady Standards Mastery MAFS 3.OA.3.7 Form A *Embedded throughout the year - Assess when appropriate Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.2.3 Form B ● iReady Standards Mastery MAFS 3.OA.3.7 Form B *Embedded throughout the year - Assess when appropriate ● iReady MAFS Unit 5 Lesson 24 Independent Practice ● iReady MAFS Unit 5 Lesson 25 Independent Practice ● iReady Toolbox Lesson 24 Quiz ● iReady Toolbox Lesson 25 Quiz
Essential Vocabulary	**Differentiated Instruction**
● data ● key ● picture graph ● bar graph ● scale ● horizontal bar graph ● vertical bar graph	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 4 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Represent and interpret data.	
Standards:	
3.MD.2.4	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.OA.3.7	*Embedded throughout the school year. Assess when appropriate. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.

Essential Questions:	Objectives: Students will be able to...
● How can you read and interpret data in a line plot and use data to make a line plot?	● Use a ruler to measure lengths of objects in whole, half, and quarter inches. ● Record measurement data in an appropriate data collection table. ● Make a line plot with the horizontal scale marked off in whole number, half, or quarter units to display the data that is collected.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 26 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 2 Lesson 7 As is	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.2.4 Form A ● iReady Standards Mastery MAFS 3.OA.3.7 Form A *Embedded throughout the year - Assess when appropriate Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.2.4 Form B ● iReady Standards Mastery MAFS 3.OA.3.7 Form B *Embedded throughout the year - Assess when appropriate ● iReady MAFS Unit 5 Lesson 26 Independent Practice ● iReady Toolbox Lesson 26 Quiz
Essential Vocabulary	**Differentiated Instruction**
● data ● line plot	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 3 (Beginning to Mid)

Pacing: 3 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Geometric Measurement: Understand concepts of area and relate area to multiplication and division.	
Standards:	
3.MD.3.5.a-b	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.
3.MD.3.6	Measure area by counting unit squares.

Essential Questions:	Objectives: Students will be able to...
● How is finding the area of a shape different from finding the perimeter of a shape? ● How can you find the area of a plane shape?	● Define a unit square. ● Describe area as the measure of space within a plane figure and explain why area is measured in square units. ● Measure the area of a shape or flat surface by covering it with unit squares, with no gaps or overlaps and counting the number of unit squares used.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 27 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 11 Lessons 4-5	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.3.5/MAFS.3.MD.3.6 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.3.5/MAFS.3.MD.3.6 Form B ● iReady MAFS Unit 5 Lesson 27 Independent Practice ● iReady Toolbox Lesson 27 Quiz
Essential Vocabulary	**Differentiated Instruction**
● area ● square unit	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 5 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Geometric Measurement: Understand concepts of area and relate area to multiplication and division.	
Standards:	
3.MD.3.7.a-d	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. 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. 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. 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.

Essential Questions:	Objectives: Students will be able to...
● Why can you multiply to find the area of a rectangle? ● How can you break apart a shape to find the area?	● Use square tiles to find the area of rectangles with whole number side lengths. ● Explain the relationship between tiling and multiplying side lengths to find the area of rectangles. ● Determine possible lengths and widths of a rectangle when given the area. ● Use appropriate labels to represent answers to area problems. ● Use area models to explain the Distributive Property. ● Decompose an irregular figure into non-overlapping rectangles to find its area.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 28 ● iReady MAFS Unit 5 Lesson 29 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 11 Lesson 6 ● Go Math! Chapter 11 Lesson 8	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.3.7.a-b Form A ● iReady Standards Mastery MAFS.3.MD.3.7.c-d Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.3.7.a-b Form B ● iReady Standards Mastery MAFS.3.MD 3.7.c-d Form B ● iReady MAFS Unit 5 Lesson 28-29 Independent Practice ● iReady Toolbox Lesson 28-29 Quiz
Essential Vocabulary	**Differentiated Instruction**
● multiplication ● repeated addition ● pattern	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide

	● Go Math! Re-teach and Enrich Books

Pacing: 5 days	
Domain(s)/Cluster(s):	
Measurement and Data ● Geometric Measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
Standards:	
3.MD.4.8	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.

Essential Questions:	Objectives: Students will be able to...
● How can you use area to compare rectangles with the same perimeter? ● How can you use perimeter to compare rectangles with the same area?	● Find the perimeter of polygons when given the lengths of all sides. ● Find the unknown side lengths of polygons when given the perimeter. ● Demonstrate how rectangles with the same perimeter can have different areas. ● Demonstrate how rectangles with the same area can have different perimeters.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 5 Lesson 30 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 11 Lesson 9 ● Go Math! Chapter 11 Lesson 10	Summative (Required): ● iReady Standards Mastery MAFS.3.MD.4.8 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.MD.4.8 Form B ● iReady MAFS Unit 5 Lesson 30 Independent Practice ● iReady Toolbox Lesson 30 Quiz
Essential Vocabulary	**Differentiated Instruction**
● area ● perimeter	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 3 days	
Domain(s)/Cluster(s):	
Geometry ● Reason with shapes and their attributes	
Standards:	
3.G.1.1	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.

Essential Questions:	Objectives: Students will be able to...
● How can you use line segments and angles to make polygons? ● How can you describe line segments that are sides of polygons? ● How can you use sides and angles to help you describe quadrilaterals?	● Understand that a quadrilateral is a closed figure with four straight sides. ● Analyze and compare the attributes of quadrilaterals. ● Classify quadrilaterals by their attributes. ● Identify characteristics of the angles and the relationship between opposite sides in a quadrilateral. ● Draw quadrilaterals other than rhombuses, rectangles, and squares. ● Demonstrate an understanding of the hierarchy of quadrilaterals.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 6 Lesson 31 ● iReady MAFS Unit 6 Lesson 32 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 12 Lesson 3 ● Go Math! Chapter 12 Lesson 4 ● Go Math! Chapter 12 Lesson 5 ● Go Math! Chapter 12 Lesson 6 ● Go Math! Chapter 12 Lesson 8	Summative (Required): ● iReady Standards Mastery MAFS.3.G.1.1-1 Form A ● iReady Standards Mastery MAFS.3.G.1.1-2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.G.1.1-1 Form B ● iReady Standards Mastery MAFS.3.G.1.1-2 Form B ● iReady MAFS Unit 6 Lesson 31 Independent Practice ● iReady MAFS Unit 6 Lesson 32 Independent Practice ● iReady Toolbox Lesson 31 Quiz ● iReady Toolbox Lesson 32 Quiz
Essential Vocabulary	**Differentiated Instruction**
● polygon ● side ● angle ● triangle ● quadrilateral ● pentagon ● hexagon ● octagon ● decagon ● attribute ● rhombus ● parallel ● parallelogram	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 3 (Mid to End)

Pacing: 6 days	
Domain(s)/Cluster(s):	
Geometry ● Reason with shapes and their attributes Number and Operations-Fractions ● Develop understanding of fractions as numbers.	
Standards:	
3.NF.1.1	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
3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Essential Questions:	Objectives: Students will be able to...
● What do the top and bottom numbers of a fraction tell? ● How does a fraction name part of a whole? ● How can you represent and locate fractions on a number line? ● When might you use a fraction greater than 1 or a whole number? ● How can you divide shapes into parts with equal areas and write the area as a unit fraction of the whole?	● Identify one of the equal parts as a unit fraction represented as 1/b. ● Determine the number of equal parts that make a whole from a given model. ● Demonstrate and explain how breaking a shape into more equal-sized parts creates smaller equal-sized parts. ● Partition area models into equal-sized parts of 2,3,4,6, and 8. ● Explain that the denominator represents the number of equal-sized parts. ● Explain that the numerator represents the count of the number of equal-sized parts. ● Describe the area of each part as a unit fraction of the whole.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 4 Lesson 14 ● iReady MAFS Unit 6 Lesson 33 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 8 Lesson 3 ● Go Math! Chapter 8 Lesson 4 ● Go Math! Chapter 8 Lesson 5 ● Go Math! Chapter 8 Lesson 6 ● Go Math! Chapter 12 Lesson 9	Summative (Required): ● iReady Standards Mastery MAFS.3.NF.1.1 From A ● iReady Standards Mastery MAFS.3.G.1.2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NF.1.1 Form B ● iReady Standards Mastery MAFS.3.G.1.2 Form B ● iReady MAFS Unit 4 Lesson 14 Independent Practice ● iReady MAFS Unit 6 Lesson 33 Independent Practice ● iReady Toolbox Lesson 14 Quiz ● iReady Toolbox Lesson 33 Quiz

Essential Vocabulary	Differentiated Instruction
● fraction ● unit fraction ● numerator ● denominator ● fraction greater than 1 ● area	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 4 days	
Domain(s)/Cluster(s):	
Number and Operations-Fractions ● Develop understanding of fractions as numbers.	
Standards:	
3.NF.1.2.a-b	Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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. 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.

Essential Questions:	Objectives: Students will be able to...
● How can you represent and locate fractions on a number line?	● Partition the intervals between 0 and 1 on a number line into equal-sized segments of 2,3,4,6, and 8. ● Identify one of the equal parts as a unit fraction represented as 1/b. ● Determine the number of equal parts that make a whole from a given number line. ● Represent fractional parts of area models and linear models using concrete materials, and graphic representations.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 4 Lesson 15 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 8 Lesson 5	Summative (Required): ● iReady Standards Mastery MAFS.3.NF.1.2 Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NF.1.2 Form B ● iReady MAFS Unit 4 Lesson 15 Independent Practice ● iReady Toolbox Lesson 15 Quiz
Essential Vocabulary	**Differentiated Instruction**
● fraction ● numerator ● denominator ● unit fraction	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 4 days	
Domain(s)/Cluster(s):	
Number and Operations-Fractions ● Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
Standards:	
3.NF.1.3.a-b	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

Essential Questions:	Objectives: Students will be able to...
● How can you use models to find equivalent fractions? ● How can you use models to name equivalent fractions?	● Explain fractional equivalence. ● Use models to show and explain whole numbers as fractions.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 4 Lesson 16 ● iReady MAFS Unit 4 Lesson 17 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 9 Lesson 6 ● Go Math! Chapter 9 Lesson 7	Summative (Required): ● iReady Standards Mastery MAFS.3.NF.1.3.a Form A ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NF.1.3.a Form B ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form B ● iReady MAFS Unit 4 Lesson 16 Independent Practice ● iReady MAFS Unit 4 Lesson 17 Independent Practice ● iReady Toolbox Lesson 16 Quiz ● iReady Toolbox Lesson 17 Quiz
Essential Vocabulary	**Differentiated Instruction**
● fraction ● numerator ● denominator ● equivalent ● equivalent fraction ● unit fraction	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Pacing: 3 days	
Domain(s)/Cluster(s):	
Number and Operations-Fractions ● Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
Standards:	
3.NF.1.3.c-d	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. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are only valid when the two fractions refer to the same whole. Record the results of comparisons with the symbols <,>, or =.

Essential Questions:	Objectives: Students will be able to...
● How can you compare fractions with the same denominator? ● How can you compare fractions with the same numerator?	● Locate equivalent fractions on a number line. ● Use models to show and explain whole numbers as fractions. ● Compare two fractions with the same denominator or the same numerator with and without visual models. ● Use symbols <,>, and + to compare fractions.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 4 Lesson 18 ● iReady MAFS Unit 4 Lesson 19 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 9 Lesson 1-Modify ● Use number lines ● Go Math! Chapter 9 Lesson 2 ● Go Math! Chapter 9 Lesson 3	Summative (Required): ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form A ● iReady Standards Mastery MAFS.3.NF.1.3.d Form A Formative (Optional): ● iReady Standards Mastery MAFS.3.NF.1.3.b-c Form B ● iReady Standards Mastery MAFS.3.NF.1.3.d Form B ● iReady MAFS Unit 4 Lesson 18 Independent Practice ● iReady MAFS Unit 4 Lesson 19 Independent Practice ● iReady Toolbox Lesson 18 Quiz ● iReady Toolbox Lesson 19 Quiz
Essential Vocabulary	**Differentiated Instruction**
● fraction/unit fraction ● numerator/denominator ● equivalent/equivalent fraction ● compare ● greater than symbol >/less than symbol <	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 4 (Beginning to Mid)

*The following standards are part of major clusters in 3rd Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: 15 days	
Domain(s)/Cluster(s):	
Operations and Algebraic Thinking ● Use place value understanding in properties of operations to perform multi-step arithmetic.	
Standards:	
3.OA.4.8	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.
3.OA.3.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.
3.G.1.1	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.
3.G.1.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Essential Questions:	Objectives: Students will be able to...
● What clues help to know that the problem is a two-step word problem?	● Add and/or subtract 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. ● Demonstrate fluency with multiplication facts through 9. ● Understand that a quadrilateral is a closed figure with four straight sides. ● Analyze and compare the attributes of quadrilaterals. ● Classify quadrilaterals with their attributes. ● Partition area models into equivalent parts of 2, 3, 4, 6, and 8. ● Explain the denominator represents the number of equal-sized parts.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 3 Lessons 12-13 ● iReady MAFS Unit 6 Lessons 31-33 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 4 Lesson 10 ● Go Math! Chapter 12 Lessons 3-6	Summative (Required): ● iReady Standards Mastery MAFS.3.OA.4.8 Form B ● iReady Standards Mastery MAFS.3.G.1.1-1 and MAFS.3.G.1.1-2 Form B ● iReady Standards Mastery MAFS.3.G.1.2 Form B Formative (Optional): ● iReady MAFS Unit 3 Lesson 12-13 Independent Practice ● iReady MAFS Unit 6 Lesson 31-33 Independent Practice ● iReady Toolbox Lesson 12-13 Quiz

● Go Math! Chapter 12 Lesson 9	● iReady Toolbox Lesson 31-33 Quiz
Essential Vocabulary	Differentiated Instruction
● operation ● equation ● round ● estimate	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books

Grade 3 Mathematics Curriculum Map
Quarter 4 (Mid to End)

*The following standards are part of major clusters in 3rd Grade. It is recommended that you use the 4th Quarter to help develop a deeper understanding of the ideas and concepts taught in these standards. However, you should use your own class data to help you decide which standards to reteach.

Pacing: 8 days

Domain(s)/Cluster(s):

Numbers and Operations: Fractions
- Develop understanding of fractions as numbers.

Standards:

3.NF.1.1	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
3.NF.1.2.a-b	Understand a fraction as a number on the number line; represent fractions on a number line diagram. 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. 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.

Essential Questions:	Objectives: Students will be able to...
• How can you represent and locate fractions on a number line? • What do the top and bottom numbers of a fraction tell? • How does a fraction name part of a whole?	• Identify one of the equal parts as a unit fraction represented as 1/b. • Determine the number of equal parts that make a whole from a given model. • Demonstrate and explain how breaking a shape into more equal-sized parts creates smaller equal-sized parts.
Resources	**Assessments**
Test Item Specs • iReady MAFS Unit 4 Lesson 14-15 • iReady MAFS Toolbox • CPALMS GoMath! Guidance Document • Go Math! Chapter 8 Lessons 3-5	Summative (Required): • iReady Standards Mastery MAFS.3.NF.1.1 Form B • iReady Standards Mastery MAFS 3.NF.1.2 Form B Formative (Optional): • iReady MAFS Unit 4 Lesson 14 Independent Practice • iReady MAFS Unit 4 Lesson 15 Independent Practice • iReady Toolbox Lesson 14 Quiz • iReady Toolbox Lesson 15 Quiz
Essential Vocabulary	**Differentiated Instruction**
• fraction • numerator • denominator • unit fraction	• iReady MAFS Toolbox • CPALMS • Go Math! Grab and Go Centers • Go Math! ELL Activity Guide • Go Math! Re-teach and Enrich Books

Pacing: 5 days	
Domain(s)/Cluster(s):	
Numbers and Operations: Fractions ● Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
Standards:	
3.NF.1.3.a-d	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are only valid when the two fractions refer to the same whole. Record the results of comparisons with the symbols <,>, or =.

Essential Questions:	Objectives: Students will be able to...
● How can you compare fractions with the same denominator? ● How can you compare fractions with the same numerator?	● Explain fractional equivalence. ● Use models to show and explain whole numbers as fractions. ● Locate equivalent fractions on a number line. ● Identify and represent equivalent fractions using area models and linear models. ● Use models to show and explain whole numbers as fractions. ● Compare two fractions with the same denominator or the same numerator with and without visual models. ● Use symbols, >, <, and = to compare fractions.
Resources	**Assessments**
Test Item Specs ● iReady MAFS Unit 4 Lesson 16 ● iReady MAFS Unit 4 Lesson 17 ● iReady MAFS Unit 4 Lesson 18 ● iReady MAFS Unit 4 Lesson 19 ● iReady MAFS Toolbox ● CPALMS GoMath! Guidance Document ● Go Math! Chapter 9 Lessons 1-3, 6-7	Summative (Required): ● iReady Standards Mastery MAFS.3.NF.1.3.a Form B ● iReady Standards Mastery MAFS 3.NF.1.3.b-c Form B ● iReady Standards Mastery MAFS.3.NF.1.3.d Form B Formative (Optional): ● iReady MAFS Unit 4 Lessons 16 Independent Practice ● iReady MAFS Unit 4 Lessons 17 Independent Practice ● iReady MAFS Unit 4 Lessons 18 Independent Practice ● iReady MAFS Unit 4 Lessons 19 Independent Practice ● iReady Toolbox Lesson 16-19 Quiz
Essential Vocabulary	**Differentiated Instruction**
• fraction • numerator • denominator • unit fraction	● iReady MAFS Toolbox ● CPALMS ● Go Math! Grab and Go Centers ● Go Math! ELL Activity Guide ● Go Math! Re-teach and Enrich Books