

**3rd Grade Priority Standards
Math 2020-2021**

Strand	Priority Standard	Q1	Q2	Q3	Q4
Operations and Algebraic Thinking	3.OA.1- Interpret and demonstrate products of whole numbers. MP.2, MP.5	x			
Operations and Algebraic Thinking	3.OA.2- Interpret and demonstrate whole-number quotients of whole numbers, where objects are partitioned into equal shares. MP.2, MP.5	x			
Operations and Algebraic Thinking	3.OA.6- Understand division as an unknown-factor problem. MP.2	x	x		
Operations and Algebraic Thinking	3.OA.7- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. MP.2, MP.8		x		
Operations and Algebraic Thinking	3.OA.8 Use various strategies to solve two-step word problems using the four operations (involving only whole numbers with whole number answers). 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. MP.1, MP.4		x		
Operations and Algebraic Thinking	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. MP.3, MP.8		x		

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Numbers and Operations in Base Ten	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. MP.2, MP.3	x			
Strand	Priority Standards	Q1	Q2	Q3	Q4
Number and Operations-Fractions	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 $1/b$. MP.2, MP.7		x	x	
Number and Operations-Fractions	3.NF.2 -Understand a fraction as a number on the number line; represent fractions on a number line. <ul style="list-style-type: none"> a. Represent a fraction $1/b$ (unit fraction) on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. <ul style="list-style-type: none"> o recognize each part has size $1/b$ o a unit fraction, $1/b$ is located $1/b$ of a whole unit from 0 on the number line. b. Represent a non-unit fraction a/b on a number line by marking off lengths of $1/b$ (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line. MP.4		x	x	
Number and Operations-Fractions	3.NF.3 -Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. <ul style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or same point on a number line. b. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent through writing or drawing. 		x	x	

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	<p>c. Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.</p> <p>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.</p> <p>MP.2, MP.3</p>				
Strand	Priority Standards	Q1	Q2	Q3	Q4
Measurement and Data	<p>3.MD.1-Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes.</p> <p>MP.4, MP.6, MP.1. MP.4</p>			x	
Measurement and Data	<p>3.MD.3-Investigate questions involving categorical data.</p> <p>a. Identify a statistical question focused on categorical data and gather data;</p> <p>b. Create a scaled pictograph and a scaled bar graph to represent a data set (using technology or by hand);</p> <p>c. Make observations from the graph about the question posed, including “how many more” and “how many less” questions</p> <p>MP.3, MP.5, MP.6</p>			x	
Measurement and Data	<p>3.MD.5-Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>MP.5</p>			x	x
Measurement and Data	<p>3.MD.6-Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).</p> <p>MP.5, MP.6</p>			x	x
Measurement and Data	<p>3.MD.7-Relate area to the operations of multiplication and addition.</p>			x	x

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	<p>a. Find the area of a rectangle with whole-number side lengths by tiling it and show the area is the same as would be found by multiplying the side lengths.</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 represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Use tiling to show in a concrete case 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.</p> <p>d. Recognize area as additive. Find areas of figures that can be decomposed into non-overlapping rectangles by adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>MP.1, MP.8</p>				
<p>Measurement and Data</p>	<p>3.MD.8-Solve real world and mathematical problems involving perimeters of polygons.</p> <p>a. Find the perimeter given the side lengths of a polygon.</p> <p>b. Find an unknown side length, given the perimeter and some lengths.</p> <p>c. Draw rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>MP.1, MP.4</p>				<p>x</p>

- Quarter 1:** 8-10-20 thru 10-14-20
- Quarter 2:** 10-15-20 thru 12-18-20
- Quarter 3:** 1-4-21 thru 3-9-21
- Quarter 4:** 3-10-21 thru 5-20-21