Western Line SCHOOL DISTRICT

GR3 Math
SY26-27

TERM 1	
Term 1 Dates/ Envision Topics	**MS College and Career Readiness Standards**
Term 1 Week 1 Aug. 10-14 Topic 1 Understand Multiplication & Division of Whole Numbers Lessons 1-5	**Lesson 1-1: Relate Multiplication and Addition** 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 1-2: Multiplication on the Number Line** 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 1-3: Arrays and Properties** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.5 Apply properties of operations as strategies to multiply and divide. Use the commutative, associative, distributive, and identity properties to solve multiplication and division problems. **Lesson 1-4: Division—How Many in Each Group?** 3.OA.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each group when 56 objects are divided equally into 8 groups or as the number of groups when 56 objects are divided into equal groups of 8 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 1-5: Division—How Many Equal Groups?** 3.OA.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each group when 56 objects are divided equally into 8 groups or as the number of groups when 56 objects are divided into equal groups of 8 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem.
Term 1 Week 2 Aug. 17-21 Topic 1 Lessons 5-6	**Lesson 1-5: Division—How Many Equal Groups?** 3.OA.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each group when 56 objects are divided equally into 8 groups or as the number of groups when 56 objects are divided into equal groups of 8 objects each. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 1-6: Problem Solving—Use Appropriate Tools**

Review & Assess	3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each group when 56 objects are divided equally into 8 groups or as the number of groups when 56 objects are divided into equal groups of 8 objects each.
Term 1 Week 3 Aug 24-28 Topic 2 Multiplication Facts: Use Patterns Lessons 1-5	**Lesson 2-1: 2 and 5 as Factors** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 2-2: 9 as a Factor** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 2-3: Apply Properties—Multiply by 0 and 1** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. **Lesson 2-4: Multiply by 10** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 2-5: Multiplication Facts—0, 1, 2, 5, 9, and 10**

	3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 2-6: Problem Solving—Model with Math** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem.
Term 1 Week 4 Aug 31-Sept 4 Topic 2 Multiplication Facts: Use Patterns Lesson 6 Review & Assess Topic 3 Lesson 1	**Lesson 2-6: Problem Solving—Model with Math** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 3-1: The Distributive Property** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division.

Term 1 Week 5 Sept 8-11 Topic 3 Apply Properties: Multiplication Facts for 3, 4, 6, 7, and 8 Lessons 2-4	**Lesson 3-1: The Distributive Property** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. **Lesson 3-2: Apply Properties—3 and 4 as Factors** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 3-3: Apply Properties—6 and 7 as Factors** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 3-4: Apply Properties—8 as a Factor** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations.
Term 1 Week 6 Sept 14-18 Topic 3	**Lesson 3-5: Practice Multiplication Facts** 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division.

Apply Properties: Multiplication Facts for 3, 4, 6, 7, and 8 Lessons 5-7 Review & Assess	3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.5 Apply properties of operations as strategies to multiply and divide. **Lesson 3-6: The Associative Property—Multiply with 3 Factors** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand the concept when a remainder does not exist under division. **Lesson 3-7: Problem Solving—Repeated Reasoning** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.MD.7 Relate area to the operations of multiplication and addition.
Term 1 Week 7 Sept 21-25 Topic 4 Use Multiplication to Divide Lessons 1-5	**Lesson 4-1: Relate Multiplication and Division** 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-2: Use Multiplication to Divide with 2, 3, 4, and 5** 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-3: Use Multiplication to Divide with 6 and 7** 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-4: Use Multiplication to Divide with 8 and 9** 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder.

	3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-5: Multiplication Patterns—Even and Odd Numbers** 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.
Term 1 Week 8 Sept 28-Oct 2 Topic 4 Use Multiplication to Divide Lessons 6-9	**Lesson 4-6: Division Involving 0 and 1** 3.OA.5 Apply properties of operations as strategies to multiply and divide. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-7: Practice Multiplication and Division Facts** 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors from 0 through 10. 3.OA.6 Understand division as an unknown-factor problem where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. **Lesson 4-8: Solve Multiplication and Division Equations** 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors from 0 through 10. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 4-9: Problem Solving—Make Sense and Persevere**

	3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts.
Term 1 Week 9 October 5-9	**Term 1 Review & Reteach** **Benchmark Assessment**

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Western Line SCHOOL DISTRICT

GR3 Math
SY26-27

TERM 2

Term 2 Dates/ Envision Topics	MS College and Career Readiness Standards
Term 2 Week 1 Oct 13-16 Topic 4 Review & Assess Topic 5 Fluently Multiply & Divide within 100 Lesson 1	**Lesson 5-1: Patterns for Multiplication Facts** 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.
Term 2 Week 2 Oct 20-23 Topic 5 Fluently Multiply & Divide within 100 Lessons 2-5	**Lesson 5-2: Use a Table to Multiply and Divide** 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 5-3: Use Strategies to Multiply** 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 5-4: Solve Word Problems—Multiplication and Division Facts** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 5-5: Write Multiplication and Division Math Stories** 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.1 Interpret products of whole numbers. For example, interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. Describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each group when 56 objects are divided equally into 8 groups or as the number of groups when 56 objects are divided into equal groups of 8 objects each.

	3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.
Term 2 Week 3 Oct 26-30 Topic 5 Fluently Multiply & Divide within 100 Lesson 6 Review & Assess Topic 6 Lesson 1	**Lesson 5-6: Problem Solving—Look For and Use Structure** 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 6-1: Cover Regions** 3.MD.5a Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called a unit square, has one square unit of area and can be used to measure area. 3.MD.5b Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure that can be covered without gaps or overlaps by nnn unit squares has an area of nnn square units. 3.MD.6 Measure areas by counting unit squares, including square centimeters, square meters, square inches, square feet, and improvised units.
Term 2 Week 4 Nov 2-6 Topic 6 Connect Area to Multiplication & Addition Lessons 2-6	**Lesson 6-2: Area—Nonstandard Units** 3.MD.5b Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure that can be covered without gaps or overlaps by nnn unit squares has an area of nnn square units. 3.MD.6 Measure areas by counting unit squares, including square centimeters, square meters, square inches, square feet, and improvised units. 3.MD.5a Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called a unit square, has one square unit of area and can be used to measure area. **Lesson 6-3: Area—Standard Units** 3.MD.6 Measure areas by counting unit squares, including square centimeters, square meters, square inches, square feet, and improvised units. 3.MD.5a Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called a unit square, has one square unit of area and can be used to measure area. 3.MD.5b Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure that can be covered without gaps or overlaps by nnn unit squares has an area of nnn square units. **Lesson 6-4: Area of Squares and Rectangles** 3.MD.7a Relate area to the operations of multiplication and addition. 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. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors from 0 through 10.

	3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.MD.7b Multiply side lengths to find the areas of rectangles with whole-number side lengths, with factors from 1 through 10, in real-world and mathematical problems. Represent whole-number products as rectangular areas in mathematical reasoning. **Lesson 6-5: Apply Properties—Area and the Distributive Property** 3.MD.7c Use tiling to show that the area of a rectangle with whole-number side lengths aaa and b+cb+cb+c is the sum of a×ba \times ba×b and a×ca \times ca×c. Use area models to represent the distributive property in mathematical reasoning. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 6-6: Apply Properties—Area of Irregular Shapes** 3.MD.7d Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the parts. Apply this technique to real-world problems and recognize area as additive. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.
Term 2 Week 5 Nov 9-13 Topic 6 Connect Area to Multiplication & Addition Lesson 7 Review & Assess Topic 7 Represent & Interpret Data Lessons 1-3	**Lesson 6-7: Problem Solving—Look For and Use Structure** 3.MD.7b Multiply side lengths to find the areas of rectangles with whole-number side lengths, with factors from 1 through 10, in real-world and mathematical problems. Represent whole-number products as rectangular areas in mathematical reasoning. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths. 3.MD.7d Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the parts. Apply this technique to real-world problems and recognize area as additive. **Lesson 7-1: Read Picture Graphs and Bar Graphs** 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. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 7-2: Make Picture Graphs** 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. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 7-3: Make Bar Graphs**

	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. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem.
Term 2 Week 6 Nov 16-20 Topic 7 Represent & Interpret Data Lessons 4-5 Review & Assess	**Lesson 7-4: Solve Word Problems Using Information in Graphs** 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. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 7-5: Problem Solving—Precision** 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. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem.
Term 2 Week 7 Nov 30-Dec 4 Topic 8 Use Strategies & Properties to Add & Subtract Lessons 1-5	**Lesson 8-1: Addition Properties** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 8-2: Algebra—Addition Patterns** 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 8-3: Mental Math—Addition** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 8-4: Mental Math—Subtraction**

	3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 8-5: Round Whole Numbers** 3.NBT.1 Use place-value understanding to round whole numbers to the nearest 10 or 100. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts.
Term 2 Week 8 Dec 7-11 Topic 8 Use Strategies & Properties to Add & Subtract Lessons 6-8 Review & Assess	**Lesson 8-6: Estimate Sums** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.NBT.1 Use place-value understanding to round whole numbers to the nearest 10 or 100. 3.MD.2 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 given in the same units. **Lesson 8-7: Estimate Differences** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. **Lesson 8-8: Problem Solving—Model with Math** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts.
Term 2 Week 9 Dec 14-18	**Term 2 Review/Reteach & Benchmark Assessments**

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TERM 3	
Term 3 Dates/ Envision Units	**MS College and Career Readiness Standards**
Term 3 Week 1 Jan 5-8 Topic 9 Fluently Add and Subtract within 1,000 Lessons 1-4	**Lesson 9-1: Use Partial Sums to Add** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. Include problems with whole-dollar amounts. **Lesson 9-2: Use Regrouping to Add** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. Include problems with whole-dollar amounts. **Lesson 9-3: Add 3 or More Numbers** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 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. Include problems with whole-dollar amounts. **Lesson 9-4: Use Partial Differences to Subtract** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 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. Include problems with whole-dollar amounts.
Term 3 Week 2 Jan 11-15	**Lesson 9-5: Use Regrouping to Subtract** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts.

Topic 9 Fluently Add and Subtract within 1,000 Lessons 5-7/MS-1 Review	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. Include problems with whole-dollar amounts. **Lesson MS-1: Subtract Across Zeros** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. Include problems with whole-dollar amounts. **Lesson 9-6: Use Strategies to Add and Subtract** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. Include problems with whole-dollar amounts. **Lesson 9-7: Problem Solving—Construct Arguments** 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. Include problems with whole-dollar amounts.
Term 3 Week 3 Jan 19-22 Topic 9 Assess Topic 10 Multiply by Multiples of 10 Lessons 1-3	**Lesson 10-1: Use Patterns to Multiply** 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using strategies based on place value and properties of operations. 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. Include problems with whole-dollar amounts. **Lesson 10-2: Use Mental Math to Multiply** 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using strategies based on place value and properties of operations. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. **Lesson 10-3: Use Properties to Multiply** 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using strategies based on place value and properties of operations. 3.OA.5 Apply properties of operations as strategies to multiply and divide.
Term 3	**Lesson 10-4: Problem Solving—Look For and Use Structure**

Week 4 Jan 25-29 Topic 10 Multiply by Multiples of 10 Lesson 4 Review & Assess Topic 11 Lesson 1	3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10–90 using strategies based on place value and properties of operations. 3.OA.9 Identify arithmetic patterns, including patterns in an addition table or multiplication table, and explain them using properties of operations. **Lesson 11-1: Solve Two-Step Word Problems—Addition and Subtraction** 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. Include problems with whole-dollar amounts. 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts.
Term 3 Week 5 Feb 1-5 Topic 11 Use Operations with Whole Numbers to Solve Problems Lesson 2-4 Review & Assess	**Lesson 11-2: Solve Two-Step Word Problems—Multiplication and Division** 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. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 11-3: Solve Two-Step Word Problems—All Operations** 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. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. 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. **Lesson 11-4: Problem Solving—Critique Reasoning** 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. Include problems with whole-dollar amounts. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.

	3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts.
Term 3 Week 6 Feb 8-12 Topic 12 Understand Fractions as Numbers Lessons 1-5	**Lesson 12-1: Partition Regions into Equal Parts** 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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. **Lesson 12-2: Fractions and Regions** 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. **Lesson 12-3: Understand the Whole** 3.NF.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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. **Lesson 12-4: Number Line—Fractions Less Than 1** 3.NF.2a Understand a fraction as a number on the number line and represent fractions on a number-line diagram. Represent a fraction 1/b 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 1/b on the number line. 3.NF.2b Represent a fraction a/b on a number-line diagram by marking off a lengths of 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates a/b on the number line. **Lesson 12-5: Number Line—Fractions Greater Than 1** 3.NF.2b Represent a fraction a/b on a number-line diagram by marking off a lengths of 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates a/b on the number line. 3.NF.2a Understand a fraction as a number on the number line and represent fractions on a number-line diagram. Represent a fraction 1/b 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 1/b on the number line.
Term 3 Week 7 Feb 16-19 Topic 12 Understand Fractions as Numbers Lessons 6-8 Review & Assess	**Lesson 12-6: Line Plots and Length** 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 in which the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters. 3.NF.2a Understand a fraction as a number on the number line and represent fractions on a number-line diagram. Represent a fraction 1/b 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 1/b on the number line. 3.NF.2b Represent a fraction a/b on a number-line diagram by marking off a lengths of 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates a/b on the number line. **Lesson 12-7: More Line Plots and Length** 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 in which the horizontal scale is marked in appropriate units—whole numbers, halves, or quarters.

	3.NF.2a Understand a fraction as a number on the number line and represent fractions on a number-line diagram. Represent a fraction 1/b 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 1/b on the number line. 3.NF.2b Represent a fraction a/b on a number-line diagram by marking off a lengths of 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates a/b on the number line. **Lesson 12-8: Problem Solving—Make Sense and Persevere** 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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.
Term 3 Week 8, Feb 22-26 Topic 13 Fraction Equivalence & the Number Line Lessons 1-5	**Lesson 13-1: Equivalent Fractions—Use Models** 3.NF.3b Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, such as 1/2 = 2/4 and 4/6 = 2/3. Explain why the fractions are equivalent, such as by using a visual fraction model. 3.NF.3a Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent if they are the same size or represent the same point on a number line. Recognize that comparisons are valid only when the fractions refer to the same whole. **Lesson 13-2: Equivalent Fractions—Use the Number Line** 3.NF.3a Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent if they are the same size or represent the same point on a number line. Recognize that comparisons are valid only when the fractions refer to the same whole. 3.NF.3b Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, such as 1/2 = 2/4 and 4/6 = 2/3. Explain why the fractions are equivalent, such as by using a visual fraction model. **Lesson 13-3: Use Models to Compare Fractions—Same Denominator** 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the fractions refer to the same whole. Record the results using the symbols >, =, or < and justify the conclusions using a visual fraction model. **Lesson 13-4: Use Models to Compare Fractions—Same Numerator** 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the fractions refer to the same whole. Record the results using the symbols >, =, or < and justify the conclusions using a visual fraction model. **Lesson 13-5: Compare Fractions—Use Benchmarks** 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the fractions refer to the same whole. Record the results using the symbols >, =, or < and justify the conclusions using a visual fraction model.
Term 3, Week 9 March 1-6	**Term 3 Review & Benchmark Assessments**

Western Line SCHOOL DISTRICT

GR3 Math
SY26-27

TERM 4	
Term 4 Dates/ myView Units	**MS College and Career Readiness Standards** ****Term 4 pacing subject to adjustment following determination of MAAP testing window.****
Term 4 Week 1 March 15-19 Topic 13 Fraction Equivalence & the Number Line Lessons 6-8 Review & Assess	**Lesson 13-6: Compare Fractions—Use the Number Line** 3.NF.3a Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent if they are the same size or represent the same point on a number line. Recognize that comparisons are valid only when the fractions refer to the same whole. **Lesson 13-7: Whole Numbers and Fractions** 3.NF.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 as 3/1, recognize that 6/1 = 6, and locate 4/4 and 1 at the same point on a number-line diagram. 3.NF.3a Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Understand two fractions as equivalent if they are the same size or represent the same point on a number line. Recognize that comparisons are valid only when the fractions refer to the same whole. **Lesson 13-8: Problem Solving—Construct Arguments** 3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the fractions refer to the same whole. Record the results using the symbols >, =, or < and justify the conclusions using a visual fraction model. 3.NF.3b Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions, such as 1/2 = 2/4 and 4/6 = 2/3. Explain why the fractions are equivalent, such as by using a visual fraction model.
Term 4 Week 2 March 22-25 Topic 14 Solve Time, Capacity, & Mass Problems Lessons 1-4	**Lesson 14-1: Time to the Minute** 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, such as by representing the problem on a number-line diagram. **Lesson 14-2: Units of Time—Measure Elapsed Time** 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, such as by representing the problem on a number-line diagram. **Lesson 14-3: Units of Time—Solve Word Problems** 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, such as by representing the problem on a number-line diagram. 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. **Lesson 14-4: Estimate Liquid Volume** 3.MD.2 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 given in the same units, such as by using drawings to represent the problem.

Term 4 Week 3 Mar 30-Apr 2 Topic 14 Solve Time, Capacity, & Mass Problems Lessons 5-8	**Lesson 14-5: Measure Liquid Volume** 3.MD.2 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 given in the same units, such as by using drawings to represent the problem. **Lesson 14-6: Estimate Mass** 3.MD.2 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 given in the same units, such as by using drawings to represent the problem. **Lesson 14-7: Measure Mass** 3.MD.2 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 given in the same units, such as by using drawings to represent the problem. **Lesson 14-8: Solve Word Problems Involving Mass and Liquid Volume** 3.MD.2 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 given in the same units, such as by using drawings to represent the problem. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist.
Term 4 Week 4 April 5-9 Topic 14 Solve Time, Capacity, & Mass Problems Lesson 9 Review & Assess Topic 15 Attributes of Two-Dimensional Shapes Lessons 1-2	**Lesson 14-9: Problem Solving—Reasoning** 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, such as by representing the problem on a number-line diagram. **Lesson 15-1: Describe Quadrilaterals** 3.G.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 these subcategories. 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. **Lesson 15-2: Classify Shapes** 3.G.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 these subcategories. 3.NF.1 Understand a fraction 1/b as the quantity formed by one 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.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Term 4 Week 5 April 12-16 Topic 15 Attributes of Two-Dimensional Shapes Lessons 3-4 Review & Assess Topic 16 Solve Perimeter Problems Lesson 1	**Lesson 15-3: Analyze and Compare Quadrilaterals** 3.G.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 these subcategories. 3.MD.5b Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure that can be covered without gaps or overlaps by n unit squares has an area of n square units. **Lesson 15-4: Problem Solving—Precision** 3.G.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 these subcategories. 3.MD.7b Multiply side lengths to find the areas of rectangles with whole-number side lengths, with factors from 1 through 10, in real-world and mathematical problems. Represent whole-number products as rectangular areas in mathematical reasoning. **Lesson 16-1: Understand Perimeter** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters.
Term 4 Week 6 April 19-23 Topic 16 Solve Perimeter Problems Lessons 2-6	**Lesson 16-2: Perimeter of Common Shapes** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters. 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. **Lesson 16-3: Perimeter and Unknown Side Lengths** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters. 3.OA.8 Solve two-step word problems using the four operations. Represent the problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding. Include problems with whole-dollar amounts. 3.NBT.2 Fluently add and subtract, including subtracting across zeros, within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole-dollar amounts. **Lesson 16-4: Same Perimeter, Different Area** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters.

	3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.MD.7b Multiply side lengths to find the areas of rectangles with whole-number side lengths, with factors from 1 through 10, in real-world and mathematical problems. Represent whole-number products as rectangular areas in mathematical reasoning. **Lesson 16-5: Same Area, Different Perimeter** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters. 3.OA.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know from memory all products of two one-digit numbers and fully understand division when a remainder does not exist. 3.MD.7b Multiply side lengths to find the areas of rectangles with whole-number side lengths, with factors from 1 through 10, in real-world and mathematical problems. Represent whole-number products as rectangular areas in mathematical reasoning. **Lesson 16-6: Problem Solving—Reasoning** 3.MD.8 Solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and creating rectangles with the same perimeter and different areas or with the same area and different perimeters.
Term 4 Week 7 April 26-30	**Data-Based Review/Reteach/Enrichment** **Topic 16 Review & Assess** **Savvas Step-Up Lessons 1-10** **EOY Assessments** ***Dates TBD following determination of assessment window.**
Term 4 Week 8 May 3-7	
Term 4 Week 9 May 10-14	