



Española Public Schools

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3rd Grade

Mathematics

Curriculum Guide

Developed: June 2016

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Carla Moralez, Member




Curriculum Facilitation:

Vivian Valencia, Instructional Coach



MaryEllen Fresquez, Instructional Coach

Mathematics Resources






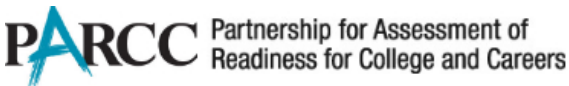
Adopted Curriculum

| Grade Band | Resource | District Contact |
|--------------------|---|---|
| Pre K 2013-2018 | <p>Creative Classroom</p> <p>Website:</p> | <p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent</p> <p>MaryEllen Fresquez, Pre K Coordinator</p> |
| K -6 2013-2018 | <div style="text-align: center;">  </div> <p>Website: www.pearsonsuccessnet.com</p> | <p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent</p> <p>MaryEllen Fresquez, Instructional Coach</p> <p>Vivian Valencia, Instructional Coach</p> |
| 7-8 2013-2018 | <p><u>College Preparatory Math (CPM)</u></p> <div style="text-align: center;">  </div> <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p> | <p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent</p> <p>Robert Quiñonez, CFVMS Assistant Principal</p> |
| 9-12 2013-2018 | <p><u>College Preparatory Math (CPM)</u></p> <div style="text-align: center;">  </div> <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p> | <p>Office of Curriculum, Instruction & Assessment</p> <p>Myra L. Martinez, Associate Superintendent</p> <p>Nancy Suazo, EVHS Department Chair</p> |

Mathematics Resources
Supplemental Curriculum Resources



| Grade Band | Resource | District Contact: |
|---------------------------|--|--|
| Pre K 2016-2021 | <i>Insert Resource</i> Website: Insert <i>Insert Resource</i> Website: Insert | Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator |
| K -6 2016-2021 | <i>Insert Resource</i> Website: Insert <i>Insert Resource</i> Website: Insert | Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator |
| 7-8 2016-2021 | <i>Insert Resource</i> Website: Insert  Website: Insert | Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Robert Quiñonez, CFVMS Assistant Principal Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator |
| 9-12 2015-2020 | <i>Insert Resource</i> Website:  Website: Insert | Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent Insert Name, EVHS Department Chair Insert Name, Edgenuity Administrator Larry DeAguerro, Federal Programs (Title I) Deirdra Montoya, Special Education Director TBA, Assessment & RtI Facilitator |

Mathematics Resources
Assessment Resources

| Grade Band | Resource | District Contact: |
|-----------------------------------|---|--|
| <p>Pre K 2016-2021</p> | <p><i>Insert Resource</i> Website: Insert</p>  <p>PreK Observation & Portfolios</p> | <p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Pre K Coordinator</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p> |
| <p>K-1</p> | <p>Envisions:</p>  <p>Topic Book Assessments Topic Mat Assessments</p> <p>Renaissance Learning:</p>  <p>STAR EARLY LITERACY (Numeracy) https://hosted39.renlearn.com/258790/default.aspx</p> | <p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p> |
| <p>2-12</p> | <p>Envisions:</p>  <p>Topic Book Assessments Topic Mat Assessments (2nd)</p> <p>Renaissance Learning:</p>  <p>STARMath https://hosted39.renlearn.com/258790/default.aspx</p> | <p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p> |
| <p>3-11</p> | <p>PARCC</p>  | <p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> |

Mathematics Resources

Assessment Resources

| | | |
|------|--|--|
| | | Assessment Contact: TBA, Assessment & RtI Facilitator |
| 7-12 | <p>End of Course Exams (EoC)</p>  <p>College Preparatory Math (CPM)</p>  <p>CPM teacher log in: http://textbooks.cpm.org/?238090954324249223</p> <p>CPM student log in: http://en8467.textbooks.cpm.org/?409553627727330301</p> | <p>Office of Curriculum, Instruction & Assessment Myra L. Martinez, Associate Superintendent MaryEllen Fresquez, Instructional Coach Vivian Valencia, Instructional Coach</p> <p>Assessment Contact: TBA, Assessment & RtI Facilitator</p> |

Quarterly Mathematics Pacing “At A Glance”

3rd Grade

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------|---|---|---|--|
| Topics | Place Value, Addition, Subtraction, Multiplication | Multiplication, Data, Division | Division, Fractions, Area and Perimeter | Area, Measurement, Geometry |
| Topic Learning Targets | <ul style="list-style-type: none"> ❖ Round whole numbers to nearest 10 ❖ Round whole numbers to nearest 100 ❖ Add within 1000 ❖ Subtract within a 1000 ❖ Choose the correct operation to perform first Computation. ❖ Write equations using a letter for the unknown ❖ Using mental math and estimation ❖ Interpret products in multiplication ❖ Solve addition and subtraction word problems ❖ Interpret products in multiplication ❖ Determine to multiply and divide in word problems ❖ Represent multiplication and division word problems ❖ Determine the unknown number in multiplication and division problems, ❖ Multiply two numbers with a product within 100 Recall from memory the product of any two one-digit numbers ❖ Multiply one digit numbers | <ul style="list-style-type: none"> ❖ Interpret products in multiplication ❖ Determine to multiply and divide in word problems ❖ Represent multiplication and division word problems ❖ Determine the unknown number in multiplication and division problems, ❖ Multiply two numbers with a product within 100 Recall from memory the product of any two one-digit numbers ❖ Multiply one digit numbers ❖ Make scaled picture graph or bar graph ❖ Read and interpret scaled bar graphs in order to solve one or two step problems ❖ Use a ruler to measure lengths whole, half, and quarter inch ❖ Gather and record measurement data using whole, half, and quarter inches ❖ Make a line plot with horizontal scale marked off in whole number, half, or quarter units. ❖ Division as a set of equal groups ❖ Identify parts of Division equation ❖ Interpret quotients in division ❖ Determine when to multiply or divide | <ul style="list-style-type: none"> ❖ Division as a set of equal groups ❖ Identify parts of Division equation ❖ Interpret quotients in division ❖ Determine when to multiply or divide ❖ Represent multiplication and division word problems ❖ Explain relationship between multiplication and division ❖ Turn a division problem into a multiplication problem ❖ Explain any unit fraction as one part of a whole ❖ Represent a unit fraction on a number line between 0 and 1 ❖ Represent any fraction (a/b) on a number line ❖ Explain and show size of each a unit fraction (1/b) on number line ❖ Show how a unit fraction (a/b) on s number line as the size of each parts ❖ Use Models to show and explain equivalent fractions ❖ Locate equivalent fractions on a number line ❖ Use models to show and explain whole numbers as fractions ❖ Compare fractions using $<$, $>$ or $=$. ❖ Explain size of equal parts used to compare two fractions with same numerator | <ul style="list-style-type: none"> ❖ Describe a unit square ❖ Describe area as the measure of a square within a plane figure ❖ Explain why are is measured in square units ❖ Use tiles to find area of rectangles ❖ Explain relationship between tiling and multiplying side lengths to find area of rectangles ❖ Multiply adjacent side lengths of rectangles to solve word problems ❖ Use area models to explain distributive property ❖ Decompose irregular figure into non overlapping rectangles ❖ Explain area as additive and use this understanding to solve word problems ❖ Use tiles find the area of rectangles ❖ Explain relationship between tiling and multiplying side lengths to find the area of rectangles ❖ Multiply adjacent side lengths of rectangles solve word problems ❖ Use area models to explain distributive property ❖ Can decompose an irregular figure into non overlapping rectangles |

| | | | | |
|---|---|---|---|--|
| | | | | <ul style="list-style-type: none"> ❖ Explain are additive and use understanding in solve word problems ❖ Use attributes to identify shapes ❖ Use attributes to classify shapes into categories ❖ Define quadrilaterals ❖ Can recognize rhombuses, rectangles and squares as being examples of quadrilaterals ❖ Can partition shapes into equal parts ❖ Can explain unit fractions as one part of a whole divided into equal parts |
| <p>Required Formative Assessment</p> | <p><u>Diagnostic Assessment</u> Pre-Assessment (Math Diagnosis and Intervention System)</p> <p>Self-Assessment</p> <p>Discussion Interviews</p> <p><u>Formative Assessments</u> Quick Check (envisions) Question of the Day Observations Reflection Math Journals Interactive Math Journals Conferences Q&A Class Activities Number Talks</p> | <p><u>Diagnostic Assessment</u> Pre-Assessment (Math Diagnosis and Intervention System)</p> <p>Self-Assessment</p> <p>Discussion Interviews</p> <p><u>Formative Assessments</u> Quick Check (envisions) Question of the Day Observations Reflection Math Journals Interactive Math Journals Conferences Q&A Class Activities Number Talks</p> | <p><u>Diagnostic Assessment</u> Pre-Assessment (Math Diagnosis and Intervention System)</p> <p>Self-Assessment</p> <p>Discussion Interviews</p> <p><u>Formative Assessments</u> Quick Check (envisions) Question of the Day Observations Reflection Math Journals Interactive Math Journals Conferences Q&A Class Activities Number Talks</p> | <p><u>Diagnostic Assessment</u> Pre-Assessment (Math Diagnosis and Intervention System)</p> <p>Self-Assessment</p> <p>Discussion Interviews</p> <p><u>Formative Assessments</u> Quick Check (envisions) Question of the Day Observations Reflection Math Journals Interactive Math Journals Conferences Q&A Class Activities Number Talks</p> |

Quarterly Pacing

Third Grade

| Required Summative Assessment | Topic Test Projects Performances | Topic Test Projects Performances | Topic Test Projects Performances | Topic Test Projects Performances |
|--|---|---|---|---|
|--|---|---|---|---|

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|---------------------------------|-------|---|--|---|--|---|--|
| 3 | Operations & Algebraic Thinking | 5 | CC.3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties.) | Understand the relationship between multiplication and division Use properties of multiplication to solve multiplication problems | Textbook Quarter 1 Topic Four, Lessons 1-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf http://www.education.com/grade/third-grade/ | Textbook Topic 4, 6 & 8 Tests Assessment Source Book: Topic 4, 6 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf http://www.education.com/grade/third-grade/ |
| 3 | Operations & Algebraic Thinking | 8 | CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) | Use the four operations of math to solve two-step word problems and check the answer for reasonableness | Textbook Quarter 1 Topic Three, Lessons 3-5, 7 & 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf | Textbook Topic 3, 5, 6 & 8 Tests Assessment Source Book: Topic 3, 5, 6 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf |

| Gr | Domain or Conceptual Theme | Stnd # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|----------------------------------|--------|---|--|---|--|---|--|
| 3 | Numbers & Operations in Base Ten | 1 | CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100. | Use place value to round to the nearest 10 or 100 | Textbook Quarter 1 Topic One, Lessons 1-7 Topic Two, Lessons 3, 5, 6 Topic Three, Lessons 3 & 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-tasks/a%20question%20of%20numbers.pdf http://www.mrmaffesoli.com/Printables/3NBT1-1.pdf | Textbook Topic1-3 Tests Assessment Source Book: Topic 1-3 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/common-core-math-tasks/a%20question%20of%20numbers.pdf http://www.mrmaffesoli.com/Printables/3NBT1-1.pdf |
| 3 | Numbers & Operations in Base Ten | 2 | CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.) | Understand a fraction on a number line between 0 and 1 | Textbook: Quarter 1 Topic One, Lesson 8 Topic Two, Lessons 1-9 Topic Three, Lessons 1-10 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/once%20upon%20a%20time.pdf | Textbook Topic1-3 Tests Assessment Source Book: Topic 1-3 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/once%20upon%20a%20time.pdf |
| 3 | Numbers & Operations in Base Ten | 3 | CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. (A range of algorithms may be used.) | Understand properties of operation to perform multi digit. | Textbook: Quarter 1 Topic Five, Lessons 1, 5, 6 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-tasks/adding%20numbers.pdf https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-overview | Textbook Topic 5 Test Assessment Source Book: Topic 5 Quick Checks (post RTI) Topic Test | http://www.insidemathematics.org/assets/common-core-math-tasks/adding%20numbers.pdf https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-overview |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|---------------------------------|-------|---|--|---|---|--|--|
| 3 | Operations & Algebraic Thinking | 1 | CC.3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . | <p>Represent and solve problems involving multiplication and division.</p> <p>Interpret products of whole number</p> | <p>Textbook Quarter 2 Topic Four, Lessons 3-5</p> <p>NM Common Core Students Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.k-5mathteachingresources.com/support-files/relate-addition-and-multiplication.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/party%20time.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/the%20wheel%20shop.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/between%20the%20lines.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/cubism.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf</p> <p>https://www.engageny.org/resource/grade-3-mathematics-module-1-topic-overview</p> | <p>Textbook Topic 4 Tests</p> <p>Assessment Source Book: Topic 4 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.k-5mathteachingresources.com/support-files/relate-addition-and-multiplication.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/party%20time.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/the%20wheel%20shop.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/between%20the%20lines.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/cubism.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf</p> |

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|----|---------------------------------|-------|--|--|--|---|---|---|
| 3 | Operations & Algebraic Thinking | 3 | CC.3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Solve word problems using multiplication and division within 100 | Textbook Quarter 1 & 2 Topic Four, Lessons 1-5 Topic Five, Lessons 1-5 & 7 Quarter 3 Topic Six, Lessons 1-9 Topic Eight, Lessons 1-9 Topic Nine, Lesson 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.insidemathematics.org/assets/problems-of-the-month/digging%20dinosaurs.pdf http://www.insidemathematics.org/assets/problems-of-the-month/double%20down.pdf http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.k-5matteachingresources.com/support-files/one-hundred-hungry-ants.pdf http://www.k-5matteachingresources.com/support-files/six-dinner-sid.pdf http://www.k-5matteachingresources.com/support-files/amanda-beans-amazing-dream.pdf | Textbook Topic 4, 5, 6, 8 & 9 Tests Assessment Source Book: Topic 4, 5, 6, 8 & 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.insidemathematics.org/assets/problems-of-the-month/digging%20dinosaurs.pdf http://www.insidemathematics.org/assets/problems-of-the-month/double%20down.pdf http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.k-5matteachingresources.com/support-files/one-hundred-hungry-ants.pdf http://www.k-5matteachingresources.com/support-files/six-dinner-sid.pdf http://www.k-5matteachingresources.com/support-files/amanda-beans-amazing-dream.pdf |
| 3 | Operations & Algebraic Thinking | 4 | CC.3.OA.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. I.e. determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$. | Solve multiplication and division problems using variables | Textbook Quarter 2 Topic Seven, Lessons 1-6 Quarter 3 Topic Eight, Lessons 1-2, 5-8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf http://www.k-5matteachingresources.com/support-files/missing-numbers-division.pdf | Textbook Topic 7 & 8 Tests Assessment Source Book: Topic 7 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf http://www.k-5matteachingresources.com/support-files/missing-numbers-division.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|---------------------------------|-------|---|---|---|---|--|---|
| 3 | Operations & Algebraic Thinking | 5 | <p>CC.3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ then $15 \times 2 = 30$, or by $5 \times 2 = 10$ then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties.)</p> | <p>Understand the relationship between multiplication and division</p> <p>Use properties of multiplication to solve multiplication problems</p> | <p>Textbook</p> <p>Quarter 2 Topic Six, Lessons 1, 3, 6 Topic Eight, Lessons 7</p> <p>NM Common Core Students Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> <p>http://www.mrmaffesoli.com/Printables/3OA5-HM-MULTIPLY.pdf</p> | <p>Textbook Topic 4, 6 & 8 Tests</p> <p>Assessment Source Book: Topic 4, 6 & 8 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> <p>http://www.mrmaffesoli.com/Printables/3OA5-HM-MULTIPLY.pdf</p> |
| 3 | Operations & Algebraic Thinking | 7 | <p>CC.3.OA.7 Multiply and divide within 100. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.</p> | <p>Fluently multiply and divide within 100</p> | <p>Textbook</p> <p>Quarter 2 Topic Five, Lesson 2 Topic Eight, Lessons 1-4 & 8</p> <p>NM Common Core Student Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/common-core-math-tasks/houses%20in%20a%20row.pdf</p> <p>http://www.mrmaffesoli.com/Printables/3OA7-LIM2.pdf</p> | <p>Textbook Topic 5 & 8 Tests</p> <p>Assessment Source Book: Topic 5 & 8 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/common-core-math-tasks/houses%20in%20a%20row.pdf</p> <p>http://www.mrmaffesoli.com/Printables/3OA7-LIM2.pdf</p> |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|---------------------------------|-------|---|---|--|--|---|--|
| 3 | Operations & Algebraic Thinking | 8 | CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).) | Use the four operations of math to solve two-step word problems and check the answer for reasonableness | Textbook Quarter 1 Topic Three, Lessons 3-5, 7 & 8 Quarter 2 Topic Five, Lessons 2-5 & 7 Topic Six, Lessons 2-4 & 6 Topic Eight, Lesson 5 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf http://www.mrmaffesoli.com/Printables/3OA8-MWL.pdf | Textbook Topic 3, 5, 6 & 8 Tests Assessment Source Book: Topic 3, 5, 6 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/friends%20you%20can%20count%20on.pdf http://www.mrmaffesoli.com/Printables/3OA8-MWL.pdf |
| 3 | Operations & Algebraic Thinking | 9 | CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. | Identify patterns in all four arithmetic operations | Textbook Quarter 1 Topic Four, Lesson 9 Quarter 2 Topic Five, Lessons 1-5 Topic Seven, Lesson 3 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-tasks/houses%20in%20a%20row.pdf http://www.mrmaffesoli.com/Printables/3OA9-HM.pdf | Textbook Topic 4, 5 & 7 Tests Assessment Source Book: Topic 4, 5 & 7 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/common-core-math-tasks/houses%20in%20a%20row.pdf http://www.mrmaffesoli.com/Printables/3OA9-HM.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|---------------------------------|-------|--|--|--|---|---|---|
| 3 | Operations & Algebraic Thinking | 3 | CC.3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Solve word problems using multiplication and division within 100 | Textbook Quarter 1 & 2 Topic Four, Lessons 1-5 Topic Five, Lessons 1-5 & 7 Quarter 3 Topic Six, Lessons 1-9 Topic Eight, Lessons 1-9 Topic Nine, Lesson 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.insidemathematics.org/assets/problems-of-the-month/digging%20dinosaurs.pdf http://www.insidemathematics.org/assets/problems-of-the-month/double%20down.pdf http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.k-5matteachingresources.com/support-files/one-hundred-hungry-ants.pdf http://www.k-5matteachingresources.com/support-files/six-dinner-sid.pdf http://www.k-5matteachingresources.com/support-files/amanda-beans-amazing-dream.pdf | Textbook Topic 4, 5, 6, 8 & 9 Tests Assessment Source Book: Topic 4, 5, 6, 8 & 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.insidemathematics.org/assets/problems-of-the-month/digging%20dinosaurs.pdf http://www.insidemathematics.org/assets/problems-of-the-month/double%20down.pdf http://www.k-5matteachingresources.com/support-files/word-problems-arrays-set-1.pdf http://www.k-5matteachingresources.com/support-files/one-hundred-hungry-ants.pdf http://www.k-5matteachingresources.com/support-files/six-dinner-sid.pdf http://www.k-5matteachingresources.com/support-files/amanda-beans-amazing-dream.pdf |
| 3 | Operations & Algebraic Thinking | 4 | CC.3.OA.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. I.e. determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$. | Solve multiplication and division problems using variables | Textbook Quarter 2 Topic Seven, Lessons 1-6 Quarter 3 Topic Eight, Lessons 1-2, 5-8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf http://www.k-5matteachingresources.com/support-files/missing-numbers-division.pdf | Textbook Topic 7 & 8 Tests Assessment Source Book: Topic 7 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf http://www.k-5matteachingresources.com/support-files/missing-numbers-division.pdf |

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|----|----------------------------------|-------|--|---|--|--|---|--|
| 3 | Numbers & Operations - Fractions | 2 | CC.3.NF.2 Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Understand a fraction on a number line between 0 and 1 | Textbook Quarter 3 Topic Nine, Lessons 5-7 Topic Ten, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mrmaffesoli.com/Printables/3NF2-NL.pdf | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mrmaffesoli.com/Printables/3NF2-NL.pdf |
| 3 | Numbers & Operations - Fractions | 2a | CC.3.NF.2a 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Represent a fraction on a number line by partitioning it into equal parts as determined by the denominator | Textbook Quarter 3 Topic Nine, Lessons 5-6 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf | Textbook Topic 9 Tests Assessment Source Book: Topic 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf |
| 3 | Numbers & Operations - Fractions | 2b | CC.3.NF.2b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Represent a fraction on a number line Understand from the start point to the endpoint represents a measurement | Textbook Quarter 3 Topic Nine, Lessons 5 & 7 Topic Ten, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mrmaffesoli.com/Printables/3NF2B-CCS.pdf | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mrmaffesoli.com/Printables/3NF2B-CCS.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| 3 | Measurement & Data | 3 | CC.3.MD.3 Represent and interpret data. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. | Draw scaled picture and bar graphs to represent data. | <p>Quarter 4 Topic Sixteen Lesson 3-6</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/fair%20games%20(black%20+%20white%20version).pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/fair%20games%20(color%20version).pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/pick%20a%20pocket.pdf</p> | <p>Textbook Topic 16 Tests</p> <p>Assessment Source Book: Topic 16 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/fair%20games%20(black%20+%20white%20version).pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/fair%20games%20(color%20version).pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/pick%20a%20pocket.pdf</p> |
| 3 | Measurement & Data | 7 | CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition. | Relate area to multiplication and/or repeated addition | <p>Textbook Quarter 2 Topic Six, Lessons 2-5</p> <p>Quarter 4 Topic Fourteen, Lessons 4-8</p> <p>NM Common Core Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> | <p>Textbook Topic 6 & 14 Tests</p> <p>Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> |
| 3 | Measurement & Data | 7a | CC.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. | Find the area of a rectangle | <p>Textbook Quarter 4 Topic Fourteen, Lesson 4</p> <p>NM Common Core Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> | <p>Textbook Topic 14 Tests</p> <p>Assessment Source Book: Topic 14 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf</p> |

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| 3 | Measurement & Data | 7b | CC.3.MD.7b 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. | Find the area of a rectangle by measuring the height by the length and multiplying | Textbook Quarter 4 Topic Fourteen, Lessons 4 & 8 NM Common Core Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 14 Tests Assessment Source Book: Topic 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 7c | CC.3.MD.7c 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. | Use the distributive property to measure the area of a rectangle | Textbook Quarter 2 Topic Six, Lessons 2-5 Quarter 4 Topic Fourteen, Lesson 5 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 6 & 14 Tests Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 7d | CC.3.MD.7d 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. | Find the area of a rectilinear figure by decomposing it into rectangles, measuring the area of each rectangle, and adding the area together. | NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf http://www.mathworksheetsland.com/3/32additive/lesson.pdf | No Assessments, this is tied into related standards within the curriculum. | http://www.insidemathematics.org/assets/problems-of-the-month/pollv%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf http://www.mathworksheetsland.com/3/32additive/lesson.pdf |
| 3 | Measurement & Data | 8 | CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of | Find the perimeter of polygons Distinguish between area and perimeter | Textbook Quarter 2 Topic Six, Lesson 9 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20files.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf | Textbook Topic 6, 13 & 14 Tests Assessment Source Book: Topic 6, 13 & 14 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20files.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf |

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| | | | polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter. | | Interactive Digital Path -> Topic # -> Lesson #) | | | |
| 3 | Measurement & Data | 7c | CC.3.MD.7c 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. | Use the distributive property to measure the area of a rectangle | Textbook Quarter 2 Topic Six, Lessons 2-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 6 & 14 Tests Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 8 | CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter. | Find the perimeter of polygons Distinguish between area and perimeter | Textbook Quarter 2 Topic Six, Lesson 9 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf | Textbook Topic 6, 13 & 14 Tests Assessment Source Book: Topic 6, 13 & 14 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf |

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|----|---------------------------------|--------|---|---|---|--|---|--|
| 3 | Operations & Algebraic Thinking | 2 | CC.3.OA.2 Represent and solve problems involving multiplication and division. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. | Represent and solve problems involving multiplication and division. Interpret products of whole number | Textbook Quarter 2 Topic Seven, Lessons 1-2 NM Common Core Students Practice Workbook Pearsonsuccesnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.k-5mathteachingresources.com/support-files/identify-the-unknown.pdf http://www.mrmaffesoli.com/Printables/3OA2-CCS.pdf | Textbook Topic 7 Tests Assessment Source Book: Topic 7 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.k-5mathteachingresources.com/support-files/identify-the-unknown.pdf http://www.mrmaffesoli.com/Printables/3OA2-CCS.pdf |

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|----|---------------------------------|-------|---|--|--|--|---|--|
| 3 | Operations & Algebraic Thinking | 3 | CC.3.OA.3 Represent and solve problems involving multiplication and division. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | Solve word problems using multiplication and division within 100 | Textbook Quarter 2 Topic Four, Lessons 1-5 Topic Five, Lessons 1-5 & 7 Topic Six, Lessons 1-9 Quarter 2-3 Topic Eight, Lessons 1-9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.k-5mathteachingresources.com/support-files/word-problems-arrays-set-1.pdf | Textbook Topic 4, 5, 6, 8 & 9 Tests Assessment Source Book: Topic 4, 5, 6, 8 & 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.k-5mathteachingresources.com/support-files/word-problems-arrays-set-1.pdf |
| 3 | Operations & Algebraic Thinking | 4 | CC.3.OA.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \underline{\quad} \div 3$, 6 | Solve multiplication and division problems using variables | Textbook Quarter 2 Topic Seven, Lessons 1-6 Topic Eight, Lessons 1-2, 5-8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf | Textbook Topic 7 & 8 Tests Assessment Source Book: Topic 7 & 8 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/the%20answer%20is%2036.pdf |

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|----|---------------------------------|-------|--|---|--|--|---|--|
| | | | $\times 6 = ?$. | | | | | |
| 3 | Operations & Algebraic Thinking | 6 | CC.3.OA.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8. | Understand the relationship between multiplication and division | Textbook Quarter 2 Topic Seven, Lessons 3-4 & 6 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/measuring%20mammals.pdf http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf | Textbook Topic 7 Tests Assessment Source Book: Topic 7 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/measuring%20mammals.pdf http://www.insidemathematics.org/assets/problems-of-the-month/perfect%20pair.pdf |
| 3 | Measurement & Data | 7 | CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition. | Relate area to multiplication and/or repeated addition | Textbook Quarter 2 Topic Six, Lessons 2-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # - | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 6 & 14 Tests Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |

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|----|----------------------------|-------|---|--|---|--|---|--|
| | | | | | > Lesson #) | | | |
| 3 | Measurement & Data | 8 | CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter. | Find the perimeter of polygons Distinguish between area and perimeter | Textbook Quarter 3 Topic Thirteen, Lessons 1-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf | Textbook Topic 6, 13 & 14 Tests Assessment Source Book: Topic 6, 13 & 14 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
|----|----------------------------------|-------|--|--|--|--|---|--|
| 3 | Numbers & Operations - Fractions | 1 | CC.3.NF.1 Develop understanding of fractions as numbers. 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 $1/b$. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Understand fractions are numbers | Textbook Quarter 3 Topic Nine, Lessons 1-4 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf | Textbook Topic 9 Test Assessment Source Book: Topic 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf |
| 3 | Numbers & Operations - Fractions | 2 | CC.3.NF.2 Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Understand a fraction on a number line between 0 and 1 | Textbook Quarter 3 Topic Nine, Lessons 5-7 Topic Ten, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mathworksheetsland.com/3/ | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf http://www.mathworksheetsland.com/3/ |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| 3 | Numbers & Operations - Fractions | 2a | CC.3.NF.2a 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Represent a fraction on a number line by partitioning it into equal parts as determined by the denominator | Textbook Quarter 3 Topic Nine, Lessons 5-6 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf https://www.superteacherworksheets.com/common-core/3.nf.2a.html | Textbook Topic 9 Tests Assessment Source Book: Topic 9 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf https://www.superteacherworksheets.com/common-core/3.nf.2a.html |
| 3 | Numbers & Operations - Fractions | 2b | CC.3.NF.2b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Represent a fraction on a number line Understand from the start point to the endpoint represents a measurement | Textbook Quarter 3 Topic Nine, Lessons 5 & 7 Topic Ten, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf https://www.engageny.org/sites/default/files/resource/attachments/g3-m5-full-module.pdf | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/classroom-videos/formative-re-engaging-lessons/interpreting%20fractions.pdf https://www.engageny.org/sites/default/files/resource/attachments/g3-m5-full-module.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| 3 | Numbers & Operations - Fractions | 3 | CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Understand that fractions are numbers Explain equivalent fractions | Textbook Quarter 3 Topic Ten, Lesson 1-8 NM Common Core Student Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf http://www.onlinemathlearning.com/equivalent-fractions-grade3.html | Textbook Topic 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf http://www.onlinemathlearning.com/equivalent-fractions-grade3.html |
| 3 | Numbers & Operations - Fractions | 3a | CC.3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Understand equivalent fractions end at the same point on a number line | Textbook Quarter 3 Topic Ten, Lesson 1, 2, 4-6, 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf | Textbook Topic 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf |
| 3 | Numbers & Operations - Fractions | 3b | CC.3.NF.3b Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$), Explain why the fractions are equivalent, e.g., by using a visual fraction model. (Grade 3) | Recognize, generate and explain simple equivalent fraction | Textbook Quarter 3 Topic Ten, Lesson 5, 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| | | | expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | | | | | |
| 3 | Numbers & Operations - Fractions | 3c | CC.3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Recognize that whole numbers can be expressed in the form of a fraction | Textbook Quarter 3 Topic Ten, Lesson 6-8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf | Textbook Topic 9 & 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| 3 | Numbers & Operations - Fractions | 3d | CC.3.NF.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size. Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) | Compare fractions with common numerators or denominators with comparison symbols | Textbook Quarter 3 Topic Ten, Lesson 2-4, 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf | Textbook Topic 10 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-t..MD.2asks/leapfrog%20fractions.pdf |
| 3 | Measurement & Data | 1 | CC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems | Tell and write time to the minute Understand elapsed time Solve problems involving volume and mass | Textbook Quarter 3 Topic twelve, lessons 1-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/common-core-math-tasks/time%20to%20get%20clean.pdf | Textbook Topic 12 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/common-core-math-tasks/time%20to%20get%20clean.pdf |

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| | | | involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | | | | | |
| 3 | Measurement & Data | 8 | CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter. | Find the perimeter of polygons Distinguish between area and perimeter | Textbook Quarter 3 Topic Thirteen, Lessons 1-5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf | Textbook Topic 6, 13 & 14 Tests Assessment Source Book: Topic 6, 13 & 14 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf |

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| 3 | Measurement & Data | 5 | <p>CC.3.MD.5 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>-- a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>-- b. A plane figure which can</p> | <p>Relate area to multiplication and/or repeated addition</p> <p>Relate area to a plane figure</p> | <p>Textbook Quarter 4 Topic Fourteen, Lessons 1, 2, 6, 10</p> <p>NM Common Core Students Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/piece%20it%20together.pdf</p> <p>http://www.onlinemathlearning.com/area-plane-figures.html</p> | <p>Textbook Topic 14 Tests</p> <p>Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests</p> <p>STAR (progress monitoring)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/piece%20it%20together.pdf</p> <p>http://www.onlinemathlearning.com/area-plane-figures.html</p> |

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| | | | be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | | | | | |
| 3 | Measurement & Data | 6 | CC.3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | Relate area to multiplication and/or repeated addition Measure area by square units | Textbook Quarter 4 Topic Fourteen, Lessons 1, 3, 6 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/surrounded%20and%20covered.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/garden%20design.pdf | Textbook Topic 14 Tests Assessment Source Book: Topic 9 & 10 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/surrounded%20and%20covered.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/garden%20design.pdf |
| 3 | Measurement & Data | 7 | CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition. | Relate area to multiplication and/or repeated addition | Textbook Quarter 4 Topic Fourteen, Lessons 4-8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 6 & 14 Tests Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |

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| 3 | Measurement & Data | 7a | CC.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. | Find the area of a rectangle | Textbook Quarter 4 Topic Fourteen, Lesson 4 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 14 Tests Assessment Source Book: Topic 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 7b | CC.3.MD.7b 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. | Find the area of a rectangle by measuring the height by the length and multiplying | Textbook Quarter 4 Topic Fourteen, Lessons 4 & 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 14 Tests Assessment Source Book: Topic 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 7c | CC.3.MD.7c 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 $a \times b$ and $a \times c$. Use area models to represent the distributive | Use the distributive property to measure the area of a rectangle | Textbook Quarter 4 Topic Fourteen, Lesson 5 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | Textbook Topic 6 & 14 Tests Assessment Source Book: Topic 6 & 14 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |

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| | | | property in mathematical reasoning. | | > Lesson #) | | | |
| 3 | Measurement & Data | 7d | CC.3.MD.7d 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. | Find the area of a rectilinear figure by decomposing it into rectangles, measuring the area of each rectangle, and adding the area together. | NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf | No Assessments, this is tied into related standards within the curriculum. | http://www.insidemathematics.org/assets/problems-of-the-month/polly%20gone.pdf http://www.insidemathematics.org/assets/common-core-math-tasks/boxing%20the%20pots.pdf |
| 3 | Measurement & Data | 8 | CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter | Find the perimeter of polygons Distinguish between area and perimeter | Textbook Quarter 4 Topic Fourteen, Lesson 8 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf | Textbook Topic 6, 13 & 14 Tests Assessment Source Book: Topic 6, 13 & 14 Quick Checks (post RTI) Topic Tests | http://www.insidemathematics.org/assets/problems-of-the-month/miles%20of%20tiles.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cut%20it%20out.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| | | | given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different area or with the same area and different perimeter. | | | | | |
| 3 | Geometry | 1 | <p>CC.3.G.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> | Name and categorize polygons using their attributes | <p>Textbook: Quarter 4 Topic Eleven, Lessons 1-7, 9</p> <p>NM Common Core Students Practice Workbook</p> <p>Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #)</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/lyle's%20triangles.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/piece%20it%20together.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/the%20shape%20of%20things.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/which%20shape.pdf</p> | <p>Textbook Topic 11 Test</p> <p>Assessment Source Book: Topic 11 Quick Checks (post RTI) Topic Test</p> | <p>http://www.insidemathematics.org/assets/problems-of-the-month/lyle's%20triangles.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/piece%20it%20together.pdf</p> <p>http://www.insidemathematics.org/assets/problems-of-the-month/the%20shape%20of%20things.pdf</p> <p>http://www.insidemathematics.org/assets/common-core-math-tasks/which%20shape.pdf</p> |

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| 3 | Geometry | 2 | CC.3.G.2 Reason with shapes and their attributes. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area of the shape. | Break shapes into equal parts and label the parts using a fraction | Textbook: Quarter 4 Topic Eleven, Lessons 6-8 Topic Fourteen, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.insidemathematics.org/assets/problems-of-the-month/between%20the%20lines.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cubism.pdf http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf | Textbook Topic 11 Test Assessment Source Book: Topic 11 Quick Checks (post RTI) Topic Test | http://www.insidemathematics.org/assets/problems-of-the-month/between%20the%20lines.pdf http://www.insidemathematics.org/assets/problems-of-the-month/cubism.pdf http://www.insidemathematics.org/assets/problems-of-the-month/part%20and%20whole.pdf |

| Gr | Domain or Conceptual Theme | Std # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| 3 | Measurement & Data | 2 | CC.3.MD.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of “times as much.”)) | Solve problems involving time intervals, liquid volumes and masses when measured in standard units | Textbook Quarter 4 Topic Fifteen Lessons 1-5 | http://www.mrmaffesoli.com/Printables/3MD2-ESTMASS-HMM.pdf http://www.mrmaffesoli.com/Printables/3MD2-ESTVOL-HMM.pdf | Textbook Topic 15 Tests Assessment Source Book: Topic 15 Quick Checks (post RTI) Topic Tests STAR (progress monitoring) | http://www.mrmaffesoli.com/Printables/3MD2-ESTMASS-HMM.pdf http://www.mrmaffesoli.com/Printables/3MD2-ESTVOL-HMM.pdf |
| 3 | Geometry | 1 | CC.3.G.1 Reason with shapes and their attributes. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these | Name and categorize polygons using their attributes | Textbook: Quarter 4 Topic Eleven, Lessons 1-7, 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.mrmaffesoli.com/Printables/3OA1-LIM.pdf http://www.onlinemathlearning.com/shapes-quadrilaterals-3g1.html | Textbook Topic 11 Test Assessment Source Book: Topic 11 Quick Checks (post RTI) Topic Test | http://www.mrmaffesoli.com/Printables/3OA1-LIM.pdf http://www.onlinemathlearning.com/shapes-quadrilaterals-3g1.html |

| Gr | Domain or Conceptual Theme | Stnd # | Standard | Focus | Core Adopted Resources | Supplemental Resources | Core Adopted Assessment | Supplemental Assessments |
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| | | | subcategories. | | | | | |
| 3 | Geometry | 2 | CC.3.G.2 Reason with shapes and their attributes. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is $\frac{1}{4}$ of the area of the shape. | Break shapes into equal parts and label the parts using a fraction | Textbook: Quarter 4 Topic Eleven, Lessons 6-8 Topic Fourteen, Lesson 9 NM Common Core Students Practice Workbook Pearsonsuccessnet.com (Home -> Interactive Digital Path -> Topic # -> Lesson #) | http://www.free-test-online.com/ccss/grade3/3G2.html http://www.onlinemathlearning.com/fraction-strips.html | Textbook Topic 11 Test Assessment Source Book: Topic 11 Quick Checks (post RTI) Topic Test | http://www.free-test-online.com/ccss/grade3/3G2.html http://www.onlinemathlearning.com/fraction-strips.html |