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enVisionMATH®
Common Core

**enVisionMATH Common Core
Daily Common Core Review
with Corresponding
Common Core State Standard
for Mathematics**

Grade 3

Introduction

This document lists the Common Core State Standards for Mathematics associated with the Daily Common Core Review at the beginning of each lesson in *enVisionMATH Common Core*.

enVisionMATH Common Core was written specifically to address the Common Core State Standards and is based on critical foundational research and proven classroom results. It is organized and color-coded by the Common Core Domains, so teaching is highly focused, manageable, and coherent.

enVisionMATH Common Core teaches all of the standards for mathematical content within a powerful concept-development skeleton grounded on big ideas of mathematics and related essential understandings.

The straightforward 4-Part lesson structure communicates daily to teachers both the Standards for Mathematical Content and Standards for Mathematical Practice that need to be developed with students and the conceptual underpinnings that need to be understood.

enVisionMATH Common Core provides deep conceptual development and understanding through daily Problem-Based Interactive Learning as a core part of instruction. This daily Interactive Learning is then connected with Visual Learning.

The *enVisionMATH Common Core* Student Edition presents content in more visual ways. Page layouts are clean, open, predictable, and easy-to-use. All art is functional, promoting understanding or providing data needed for problems. Visual models are consistent and, whenever possible, the visual and physical models remain the same across lessons to make teaching and learning easier.

The *enVisionMATH Common Core* Teacher's Edition provides an instructional plan for each lesson that reflects the work that highly effective teachers do in the classroom. The Teacher's Edition is visually appealing, easily connecting information (e.g. questions) to its point of use in the text. Teaching is grounded on rich questions and classroom conversations.

Assessment in *enVisionMATH Common Core* is an integral part of instruction, not an interruption. Both skills and understanding are assessed on a daily basis. Daily formative assessment leads to data-driven differentiated instruction, as well as information for interpreting results (diagnosis) and intervention tasks.

**enVisionMATH Common Core Daily Common Core Review
with Corresponding Common Core State Standard for Mathematics**

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Grade 3 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 3
Topic 1	
1-1 Representing Numbers	
1. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
5. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Geometric Shapes	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.

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1-2 Ways to Name Numbers	
1. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
2. Place Value	For related content, please see:: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. **MP7** Look for and make use of structure.
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Expand Form	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
5. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP3** Construct viable arguments and critique the reasoning of others.

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1-3 Greater Numbers	
1. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
2. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
4. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.

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5. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Elapsed Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
8. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
1-4 Understanding Number Lines	
1. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Value of Coins	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.
5. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP8** Look for and express regularity in repeated reasoning.
6. Geometric Shapes	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
1-5 Counting on the Number Line	
1. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP6** Attend to precision.

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| 2. Writing Whole Numbers | For related content, please see:
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Also see Grade 2
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MP7 Look for and make use of structure. |
| 3. Ordering Whole Numbers | **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

MP8 Look for and express regularity in repeated reasoning. |
| 4. Measurement | **3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] 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.

MP7 Look for and make use of structure. |
| 5. Writing Numbers in Standard Form | For related content, please see:
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Also see Grade 2
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MP7 Look for and make use of structure. |
| 6. Compute Mentally | **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MP8 Look for and express regularity in repeated reasoning. |

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1-6 Comparing Numbers	
1. Place value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
2. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
3. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP1** Make sense of problems and persevere in solving them.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
5. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.

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6. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
7. Subtractions	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
1-7 Ordering Numbers	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP5** Use appropriate tools strategically.

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| 3. Geometric Shapes | For related content, please see:
3.G.A.1 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.

Also see Grade 2
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MP7 Look for and make use of structure. |
| 4. Write Whole Numbers | For related content, please see:
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

Also see Grade 2
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MP7 Look for and make use of structure. |
| 5. Compute Mentally | **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MP2 Reason abstractly and quantitatively. |
| 6. Compare Whole Numbers | For related content, please see:
3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

MP8 Look for and express regularity in repeated reasoning. |

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7. Geometric Patterns	For related content, please see: **3.G.A.2** 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 as 1/4 of the area of the shape. **MP8** Look for and express regularity in repeated reasoning.
1-8 Problem Solving: Making an Organized List	
1. Writing Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
2. Value of Coins	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.

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3. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
4. Writing Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
5. Addition	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP2** Reason abstractly and quantitatively.

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6. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
Topic 2	
2-1 Addition Meaning and Properties	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.
3. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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4. Attributes of Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
5. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
6. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.

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7. Compute Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
7. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
9. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
2-2 Subtraction Meanings	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
2. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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3. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
5. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
6. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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7. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
8. Properties of Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2-3 Using Mental Math to Add	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
2. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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4. Estimate Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP2** Reason abstractly and quantitatively.
5. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
6. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP6** Attend to precision.
7. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
8. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
2-4 Using Mental Math to Subtract	
1. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
2. Compare and Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

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3. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
4. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
5. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.

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6. Compare a Sum to a Whole Number	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
7. Geometric Patterns	For related content, please see: **3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
2-5 Rounding	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
3. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP1** Make sense of problems and persevere in solving them.

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|---|---|
| 4. Whole Numbers in Expanded Form | For related content, please see:
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Also see Grade 2
2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

MP6 Attend to precision. |
| 5. Value of Coins and Bills | For related content, please see:
3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Also see Grade 2
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

MP2 Reason abstractly and quantitatively. |
| 6. Solve Addition Problems | **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MP1 Make sense of problems and persevere in solving them. |
| 7. Logical Reasoning | **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MP2 Reason abstractly and quantitatively. |
| **2-6 Estimating Sums** | |
| 1. Round Whole Numbers | **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

MP7 Look for and make use of structure. |

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2. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Word Form of Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
5. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
2-7 Estimating Differences	
1. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP7** Look for and make use of structure.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
5. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
7. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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8. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2-8 Making Sense of Addition and Subtraction Equations	
1. Standard Form of Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Units of Measure	For related content, please see: **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Also see Grade 2 **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **MP7** Look for and make use of structure.

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4. Comparing Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP5** Use appropriate tools strategically.
5. Comparing Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP5** Use appropriate tools strategically.
6. Comparing Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP5** Use appropriate tools strategically.
7. Comparing Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP5** Use appropriate tools strategically.

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8. Comparing Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
2-9 Problem Solving: Reasonableness	
1. Estimate Differences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
2. Estimate Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP2** Reason abstractly and quantitatively.
3. Model Subtraction	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
4. Number Line	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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5. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
6. Solve Subtraction Problems	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
7. Compare Sums	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
Topic 3	
3-1 Adding with an Expanded Algorithm	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

Grade 3 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 3
3. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
5. Estimate Differences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Rounding	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3-2 Models for Adding 3-Digit Numbers	
1. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.

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3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP7** Look for and make use of structure.
5. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
6. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.

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8. Problem Solving	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP1** Make sense of problems and persevere in solving them.
3-3 Adding 3-Digit Numbers	
1. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
3. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
4. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
5. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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6. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
8. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
9. Estimate Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP2** Reason abstractly and quantitatively.
3-4 Adding 3 or More Numbers	
1. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
2. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP5** Use appropriate tools strategically.

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3. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
4. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
5. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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8. Problem Solving	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP7** Look for and make use of structure.
3-5 Problem Solving: Draw a Picture	
1. Identify Geometric Figures	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
2. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.

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3. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP7** Look for and make use of structure.
5. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
6. Solve Problems Using Graphs	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP5** Use appropriate tools strategically.
3-6 Subtracting with an Expanded Algorithm	
1. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

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2. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
3. Add 3-Digit Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
4. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Subtract 2-Digit Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Compare Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP3** Construct viable arguments and critique the reasoning of others.

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3-7 Models for Subtracting 3-Digit Numbers	
1. Measurement Concepts	For related content, please see: **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Also see Grade 2 **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **MP5** Use appropriate tools strategically.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
5. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.

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6. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
7. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
8. Number Patterns	**3.OA.D.9** 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.* **MP5** Use appropriate tools strategically.
3-8 Subtracting 3-Digit Numbers	
1. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
2. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP4** Model with mathematics.

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3. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
5. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
6. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
3-9 Subtracting Across Zero	
1. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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2. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
3. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Model Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
5. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Geometric Patterns	For related content, please see: **3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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3-10 Problem Solving: Draw a Picture and Write a Number Sentence	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Interpret Pictographs	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
4. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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5. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
Topic 4	
4-1 Multiplication as Repeated Addition	
1. Write Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Skip Counting	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP8** Look for and express regularity in repeated reasoning.
5. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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6. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
7. Tables	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP4** Model with mathematics.
4-2 Arrays and Multiplication	
1. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
2. Meaning of Multiplication	**3.OA.A.1** 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.* **MP8** Look for and express regularity in repeated reasoning.
3. Estimating Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
4. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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5. Writing Equations	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
6. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.
7. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
4-3 The Commutative Property	
1. Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
2. Number Sentences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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3. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Estimation	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Arrays	**3.OA.A.1** 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.* **MP4** Model with mathematics.
6. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4-4 Writing Multiplication Stories	
1. Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.

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2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP7** Look for and make use of structure.
3. Number Sentences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Geometry	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
5. Multiplication	**3.OA.A.1** 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.* **MP4** Model with mathematics.

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6. Commutative Property of Multiplication	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
7. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
8. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
9. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4-5 Problem Solving: Writing to Explain	
1. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.

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2. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Arrays	**3.OA.A.1** 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.* **MP4** Model with mathematics.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
5. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Choose an Operation	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP2** Reason abstractly and quantitatively.

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7. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
8. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
Topic 5	
5-1 2 and 5 as Factors	
1. Multiplication Properties	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP2** Reason abstractly and quantitatively.
2. Number Sentences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.

Grade 3 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 3
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
5. Tables	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
6. Multiplication	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.

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7. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
8. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
5-2 9 as a Factor	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Arrays	**3.OA.A.1** 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.* **MP4** Model with mathematics.

Grade 3 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 3
5. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP7** Look for and make use of structure.
6. Multiplication Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7. Estimating Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5-3 Multiplying with 0 and 1	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Compare Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

Grade 3 Topic-Lesson Daily Common Core Review	Common Core State Standard for Mathematics Grade 3
4. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
5. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
6. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
7. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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5-4 Patterns for Facts	
1. Write Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
3. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
6. Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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7. Compare and Order	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
8. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
5-5 10 as a Factor	
1. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
2. Place Value	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Extend Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Multiplication	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7. Add Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
8. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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9. Subtract Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
5-6 Multiplying by Multiples of 10	
1. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
2. Number Sentences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
3. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.

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4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
5. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
6. Arrays/Write Number Sentences	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP4** Model with mathematics.
5-7 Problem Solving: Two-Question Problems	
1. Multiplication Facts	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.

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2. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP2** Reason abstractly and quantitatively.
4. Estimating Differences	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
7. Multiplication Facts	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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8. Number Sentences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
Topic 6	
6-1 The Distributive Property	
1. Adding Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Multiplication Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
3. Multiples	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP2** Reason abstractly and quantitatively.
4. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP2** Reason abstractly and quantitatively.

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5. Estimating Differences	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide.[2]Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **MP1** Make sense of problems and persevere in solving them.
6-2 3 as a Factor	
1. Estimate Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP2** Reason abstractly and quantitatively.
2. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
3. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.

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4. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Tally Charts	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
6. Tally Charts	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
7. Multiplication	**3.NBT.A.3** 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. **MP7** Look for and make use of structure.
8. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
9. Multiplication Properties	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.

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6-3 4 as a Factor	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.
3. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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| 4. Geometric Shapes | For related content, please see:
3.G.A.1 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.

Also see Grade 2
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

MP7 Look for and make use of structure. |
| 5. Estimate Sums | **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

MP2 Reason abstractly and quantitatively. |
| 6. Subtraction | **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MP6 Attend to precision. |
| 7. Solve Multiplication Problems | **3.OA.D.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.

MP1 Make sense of problems and persevere in solving them. |
| 8. Solve Multiplication Problems | **3.NBT.A.3** 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.

MP7 Look for and make use of structure. |

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9. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6-4 6 and 7 as Factors	
1. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP4** Model with mathematics.
2. Tell Time to the Hour	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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with Corresponding Common Core State Standard for Mathematics**

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6-5 8 as a Factor	
1. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
2. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.
3. Problem Solving	**3.OA.A.1** 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.* **MP4** Model with mathematics.
4. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP8** Look for and express regularity in repeated reasoning.

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6. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
7. Compare Expressions	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
8. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
9. Compare and Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
6-6 Multiplying with 3 Factors	
1. Write a Number Sentence	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
2. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

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3. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
5. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
7. Value of Coins and Bills	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.MD.C.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have? **MP2** Reason abstractly and quantitatively.

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8. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
9. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
6-7 Multiplication Facts	
1. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.

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2. Geometric Shapes	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
3. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
6. Solve Word Problems Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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6-8 Multiplying to Find Combinations	
1. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP6** Attend to precision.
2. Fact Families	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP8** Look for and express regularity in repeated reasoning.
3. Order Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Solve Multiplication Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Multiplication Properties	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
6. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP3** Construct viable arguments and critique the reasoning of others.

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6-9 Problem Solving: Multiple-Step Problems	
1. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
2. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
3. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Multiplication Facts	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.

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6. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively
8. Number Patterns	**3.OA.D.9** 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*. **MP8** Look for and express regularity in repeated reasoning.
Topic 7	
7-1 Division as Sharing	
1. Compute Mentally	**3.OA.C.7** 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 two one-digit numbers. **MP6** Attend to precision.
2. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Multiplication	**3.NBT.A.3** 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. **MP7** Look for and make use of structure.

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4. Multiple-Step Problems	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
5. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7-2 Division as Repeated Subtraction	
1. Compute Mentally	**3.OA.B.6** Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. **MP2** Reason abstractly and quantitatively.
2. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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3. Round Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Multiplication Properties	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide.[2] Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **MP7** Look for and make use of structure.
8. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.

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7-3 Finding Missing Numbers in a Multiplication Table	
1. Estimation	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
2. Adding 3 Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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6. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
7-4 Problem Solving: Choose an Appropriate Equation	
1. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
2. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
3. Number Sentences	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP7** Look for and make use of structure.
4. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.

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5. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
7-5 Writing Division Stories	
1. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
2. Choose an Operation	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP1** Make sense of problems and persevere in solving them.
3. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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4. Identity Property of Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
5. Identity Property of Addition	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
6. Zero Property of Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
7. Problem Solving	**3.OA.D.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. **MP7** Look for and make use of structure.
7-6 Problem Solving: Use Objects and Draw a Picture	
1. Number Patterns	**3.OA.D.9** 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.* **MP1** Make sense of problems and persevere in solving them.

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2. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Compute Mentally	**3.OA.D.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. **MP2** Reason abstractly and quantitatively.
6. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.

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7. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
8. Compare Expressions	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
9. Compare Expressions	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
10. Compare Expressions	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
Topic 8	
8-1 Related Multiplication and Division	
1. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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2. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
3. Estimate Sums	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP7** Look for and make use of structure.
4. Order Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP8** Look for and express regularity in repeated reasoning.
5. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
6. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
7. Multiplication Properties	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP2** Reason abstractly and quantitatively.

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8-2 Fact Families with 2, 3, 4, and 5	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP4** Model with mathematics.
5. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP3** Construct viable arguments and critique the reasoning of others.

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8-3 Fact Families with 6 and 7	
1. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
2. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP8** Look for and express regularity in repeated reasoning.
3. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
5. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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6. Fact Families	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP2** Reason abstractly and quantitatively.
7. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
8. Write Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
8-4 Fact Families with 8 and 9	
1. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
2. Number Patterns	**3.OA.D.9** 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.* **MP2** Reason abstractly and quantitatively.

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3. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Fact Families	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
5. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
7. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
8. Addition Properties	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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8-5 Problem Solving: Multiple-Step Problems	
1. Fraction Foundations	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
2. 3 Addends	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
5. Number Sense	**3.OA.D.9** 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.* **MP6** Attend to precision.

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6. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
8-6 Making Sense of Multiplication and Division Equations	
1. Solve Division Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP5** Use appropriate tools strategically.
2. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
3. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Identify Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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5. Estimate Differences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
6. Solve Multiplication Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP3** Construct viable arguments and critique the reasoning of others.
8-7 Dividing with 0 and 1	
1. Multiplication Properties	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively
2. Number Sentences	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP4** Model with mathematics.
3. Count Money	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
4. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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5. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
6. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
7. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP1** Make sense of problems and persevere in solving them.
8-8 Multiplication and Division Facts	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
2. Solve Multiple-Step Problems	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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3. Fraction Foundations	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
4. Measurement	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP7** Look for and make use of structure.
5. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
8-9 Problem Solving: Draw a Picture and Write a Number Sentence	
1. Patterns	**3.OA.D.9** 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.* **MP7** Look for and make use of structure.

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2. Division	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
5. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
6. Division Properties	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.

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7. Write Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
8. Estimate Sums	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
Topic 9	
9-1 Dividing Regions into Equal Parts	
1. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
2. Multiplication Facts	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.

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4. Compare and Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
5. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
6. Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
7. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
8. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.

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| **9-2 Fractions and Regions** | |
| 1. Division | **3.OA.A.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8.* **MP2** Reason abstractly and quantitatively. |
| 2. Multiplication Facts | **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them. |
| 3. Geometry | For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure. |
| 4. Estimate Differences | **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP1** Make sense of problems and persevere in solving them. |

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5. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
7. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
8. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
9-3 Fractions and Sets	
1. Identify Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.

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2. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
3. Commutative Property	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
4. Division	**3.OA.C.7** 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 two one-digit numbers. **MP4** Model with mathematics.
5. Model Fractions	**3.NF.A.1** Understand a fraction $1/b$ as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size $1/b$. **MP4** Model with mathematics.
6. Compare Expressions	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.

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7. Estimate Differences	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP7** Look for and make use of structure.
8. Geometry and Spatial Reasoning	**3.G.A.1** 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. **MP7** Look for and make use of structure.
9. Division	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
9-4 Fractional Parts of a Set	
1. Identify Fractions of a Set	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.

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2. Identify Attributes of Quadrilaterals	**3.G.A.1** 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. **MP7** Look for and make use of structure.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
5. Read and Interpret Line Plots	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
9-5 Locating Fractions on the Number Line	
1. Number Lines	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP5** Use appropriate tools strategically.

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2. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
4. Identify Fractions of a Set	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP4** Model with mathematics.
5. Extend Number Patterns in Tables	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
9-6 Benchmark Fractions	
1. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP4** Model with mathematics.

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2. Division	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP6** Attend to precision.
3. Geometric Figures	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Estimate Differences	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
6. Solve Equations	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP6** Attend to precision.
7. Classify Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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8. Triangles	**3.G.A.1** 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. **MP7** Look for and make use of structure.
9-7 Fractions and Length	
1. Fact Families	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
2. Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
3. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Model Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP4** Model with mathematics.

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5. Round Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
6. Compare and Order Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
7. Write Division Sentences	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
9-8 Problem Solving: Make a Table and Look for a Pattern	
1. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
2. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Unit Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP2** Reason abstractly and quantitatively.

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| 4. Fact Families | **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MP8 Look for and express regularity in repeated reasoning. |
| 5. Number Patterns | **3.OA.D.9** 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.*

MP8 Look for and express regularity in repeated reasoning. |
| 6. Fractions | **3.G.A.2** 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 as 1/4 of the area of the shape.

MP7 Look for and make use of structure. |
| 7. Multiplication | **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MP6 Attend to precision. |
| 8. Estimate Sums | **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.

MP2 Reason abstractly and quantitatively. |

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Topic 10	
10-1 Using Models to Compare Fractions: Same Denominator	
1. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Identify Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP4** Model with mathematics.
3. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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6. Solve Addition Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
10-2 Using Models to Compare Fractions: Same Numerator	
1. Write Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP7** Look for and make use of structure.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
3. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP6** Attend to precision.

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5. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
6. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
7. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
8. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP5** Use appropriate tools strategically.

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10-3 Comparing Fractions Using Benchmarks	
1. Division	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
2. Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
3. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
5. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP1** Make sense of problems and persevere in solving them.
6. Solve Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.

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| 7. Solve Problems | **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP1 Make sense of problems and persevere in solving them. |
| **10-4 Comparing Fractions on the Number Line** | |
| 1. Identify Fractions | **3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*.

MP7 Look for and make use of structure. |
| 2. Number Sentences | **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP7 Look for and make use of structure. |
| 3. Division | **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP2 Reason abstractly and quantitatively. |
| 4. Look for Patterns | **3.OA.D.9** 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.*

MP8 Look for and express regularity in repeated reasoning. |

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5. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
6. Place Value	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
10-5 Finding Equivalent Fractions	
1. Geometry	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
2. Identify Fractions	**3.NF.A.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. **MP7** Look for and make use of structure.

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3. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
6. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
7. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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10-6 Equivalent Fractions and the Number Line	
1. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP1** Make sense of problems and persevere in solving them.
2. Number Sentences	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP7** Look for and make use of structure.
3. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP6** Attend to precision.
5. Fact Families	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
6. Solve Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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7. Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
10-7 Whole Numbers and Fractions	
1. Number Patterns	**3.OA.D.9** 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.* **MP7** Look for and make use of structure.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Identify Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP5** Use appropriate tools strategically.
4. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.

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5. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
6. Solve Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
7. Compare Fractions	**3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **MP7** Look for and make use of structure.
10-8 Using Fractions	
1. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.
2. Solve Multiple-Step Problems	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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3. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Identify Fractions of a Region	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
5. Estimate Fractional Amounts	**3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. **MP7** Look for and make use of structure.
10-9 Problem Solving: Draw a Picture	
1. Fractions of a Set	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
2. Fractions on a Number Line	**3.NF.A.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram. **MP7** Look for and make use of structure.
3. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

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4. Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.
5. Write Numbers in Expanded Form	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
Topic 11	
11-1 Lines and Line Segments	
1. Fraction Foundations	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by *a* parts of size 1/*b*. **MP4** Model with mathematics.
2. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
3. Order Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.

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4. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Write Numbers in Word Form	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
11-2 Angles	
1. Lines and Line Segments	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.
2. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.

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3. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
5. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
6. Number Lines	**3.OA.D.9** 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.* **MP7** Look for and make use of structure.
11-3 Polygons	
1. Angles	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.

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2. Identify Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP6** Attend to precision.
3. Estimate Differences	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
4. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Lines and Line Segments	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.
6. Identify Rules for Patterns in a Table	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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11-4 Triangles	
1. Identify Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.
2. Solve Subtraction Problems	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
3. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP8** Look for and express regularity in repeated reasoning.

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5. Division Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
6. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP3** Construct viable arguments and critique the reasoning of others.
11-5 Quadrilaterals	
1. Multiplication Properties	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide.[2]Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **MP7** Look for and make use of structure.
2. Compute Mentally	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide.[2]Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **MP2** Reason abstractly and quantitatively.

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3. Identify Triangles	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
5. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
6. Angles	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.
11-6 Combining and Separating Shapes	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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2. Identify Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.
3. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
5. Identify Quadrilaterals	**3.G.A.1** 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. **MP3** Construct viable arguments and critique the reasoning of others.
11-7 Making New Shapes	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.

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2. Fraction Foundations	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
3. Multiplication Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
4. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
5. Identify Triangles	**3.G.A.1** 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. **MP3** Construct viable arguments and critique the reasoning of others.
11-8 Problem Solving: Solve a Simpler Problem	
1. Multiplication Properties	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP6** Attend to precision.

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2. Estimate Quotients	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
3. Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Extend Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
5. Solve Division Equations	**3.OA.A.4** 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 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ? **MP3** Construct viable arguments and critique the reasoning of others.

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11-9 Problem Solving: Make and Test Generalizations	
1. Identify Quadrilaterals	**3.G.A.1** 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. **MP7** Look for and make use of structure.
2. Identify Triangles	**3.G.A.1** 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. **MP6** Attend to precision.
3. Estimate Products	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Multiplication Facts	**3.OA.C.7** 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 two one-digit numbers. **MP6** Attend to precision.
5. Geometric Patterns	For related content, please see: **3.OA.D.9** 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.* **MP7** Look for and make use of structure.

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Topic 12	
12-1 Time to the Half Hour and Quarter Hour	
1. Subtraction with Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Fraction Concepts	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
3. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Measurement/Estimation	For related content, please see: **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Also see Grade 2 **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **MP7** Look for and make use of structure.

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5. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
6. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.
7. Identify Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP4** Model with mathematics.
8. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
12-2 Time to the Minute	
1. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.

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2. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Multiplying Whole Numbers	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
5. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
6. Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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7. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
12-3 Units of Time	
1. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
2. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
3. Multiple-Step Problem	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
4. Division	**3.OA.C.7** 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 two one-digit numbers. **MP6** Attend to precision.

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5. Multiplication	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
6. Compute Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
7. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP6** Attend to precision.
8. Compare Whole Numbers	For related content, please see: **3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Also see Grade 2 **2.NBT.A.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **MP2** Reason abstractly and quantitatively.

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12-4 Elapsed Time	
1. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP8** Look for and express regularity in repeated reasoning.
2. Quadrilaterals	**3.G.A.1** 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. **MP7** Look for and make use of structure.
3. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.

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5. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
6. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
7. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
12-5 Problem Solving: Work Backward	
1. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
2. Multiplying by 1	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP6** Attend to precision.

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3. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Estimate Differences	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
5. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
6. Multiplication Facts	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
7. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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8. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
Topic 13	
13-1 Understanding Perimeter	
1. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
2. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
3. Compute Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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4. Problem Solving	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
5. Geometry	**3.G.A.1** 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. **MP3** Construct viable arguments and critique the reasoning of others.
13-2 Tools and Units for Perimeter	
1. Multiplication Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP1** Make sense of problems and persevere in solving them.
2. Compute Mentally	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP6** Attend to precision.

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3. Polygons	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Fraction of a Region	**3.G.A.2** 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 as 1/4 of the area of the shape. **MP7** Look for and make use of structure.
5. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Quadrilaterals	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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13-3 Perimeter of Common Shapes	
1. Compute Mentally	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP6** Attend to precision.
2. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
3. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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5. Solve Multiplication Problems	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
6. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP3** Construct viable arguments and critique the reasoning of others.
13-4 Different Shapes with the Same Perimeter	
1. Properties of Multiplication	**3.OA.A.4** 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 $8 \times ? = 48$, $5 = \_ \div 3$, $6 \times 6 = ?$ **MP2** Reason abstractly and quantitatively.
2. Division Facts	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
3. Compute Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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4. Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
5. Division Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
6. Division Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
7. Division Facts	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.
8. Number Sentence	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP5** Use appropriate tools strategically.

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9. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP2** Reason abstractly and quantitatively.
13-5 Problem Solving: Try, Check, and Revise	
1. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP2** Reason abstractly and quantitatively.
2. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP4** Model with mathematics.
3. Order Whole Numbers	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.
4. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Fraction of a Set	**3.NF.A.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. **MP1** Make sense of problems and persevere in solving them.

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6. Compute Mentally	**3.OA.D.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. **MP3** Construct viable arguments and critique the reasoning of others.
Topic 14	
14-1 Covering Regions	
1. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP3** Construct viable arguments and critique the reasoning of others.
2. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP8** Look for and express regularity in repeated reasoning.
3. Compute Mentally	**3.OA.D.9** 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.* **MP2** Reason abstractly and quantitatively.
4. Write Equations	**3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **MP6** Attend to precision.

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5. Fractions of a Set	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a*/*b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
6. Evaluate Expressions	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
7. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
14-2 Area and Units	
1. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP1** Make sense of problems and persevere in solving them.
2. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP6** Attend to precision.

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|---|---|
| 3. Geometry | For related content, please see:
3.G.A.1 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.

MP7 Look for and make use of structure. |
| 4. Number Patterns | **3.OA.D.9** 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.*

MP8 Look for and express regularity in repeated reasoning. |
| 5. Fact Families | **3.OA.C.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

MP6 Attend to precision. |
| 6. Problem Solving | **3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MP1 Make sense of problems and persevere in solving them. |

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7. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
8. Geometry	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.
14-3 Standard Units	
1. Make a List	**3.OA.D.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. **MP5** Use appropriate tools strategically.
2. Quadrilaterals	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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3. Write Equations	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Compute Mentally	**3.NF.A.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **MP2** Reason abstractly and quantitatively.
5. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP5** Use appropriate tools strategically.
6. Multiple-Step Problem	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
14-4 Area of Squares and Rectangles	
1. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.

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3. Rounding	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
4. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
5. Equivalent Fractions	**3.NF.A.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **MP2** Reason abstractly and quantitatively.
6. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
14-5 Area and the Distributive Property	
1. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.

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2. Triangles	**3.G.A.1** 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. **MP7** Look for and make use of structure.
3. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
4. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP5** Use appropriate tools strategically.
5. Problem Solving	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP5** Use appropriate tools strategically.

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6. Polygons	For related content, please see: **3.G.A.1** 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. Also see Grade 2 **2.G.A.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. **MP7** Look for and make use of structure.
14-6 Problem Solving: Solve a Simpler Problem	
1. Estimate Differences	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
2. Find Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.
3. Compare Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.

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4. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
5. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
6. Area	**3.MD.C.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **MP7** Look for and make use of structure.
14-7 Area of Irregular Shapes	
1. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
2. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.

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3. Area	**3.MD.C.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. **MP7** Look for and make use of structure.
4. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP1** Make sense of problems and persevere in solving them.
5. Compute Mentally	**3.OA.D.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. **MP2** Reason abstractly and quantitatively.
6. Compare Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
7. Number Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.

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14-8 Same Area, Different Perimeter	
1. Equality	**3.OA.B.5** Apply properties of operations as strategies to multiply and divide.[2]Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) **MP1** Make sense of problems and persevere in solving them.
2. Place Value	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Estimate Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP2** Reason abstractly and quantitatively.
4. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.
5. Area	**3.MD.C.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. **MP7** Look for and make use of structure.

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14-9 Equal Areas and Fractions	
1. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.
2. Area	**3.MD.C.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. **MP7** Look for and make use of structure.
3. Number Patterns	**3.OA.D.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Compute Mentally	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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5. Geometry	For related content, please see: **3.G.A.1** 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. **MP7** Look for and make use of structure.
6. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
14-10 Problem Solving: Selecting Appropriate Measurement Units and Tools	
1. Fractions	**3.NF.A.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. **MP5** Use appropriate tools strategically.
2. Estimating Sums	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Measuring Length	**3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. **MP5** Use appropriate tools strategically.

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4. Multiple-Step Problem	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
5. Triangles	**3.G.A.1** 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. **MP7** Look for and make use of structure.
Topic 15	
15-1 Customary Units	
1. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
2. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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3. Fractions	**3.NF.A.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **MP2** Reason abstractly and quantitatively.
4. Comparing Fractions	**3.NF.A.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 two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **MP2** Reason abstractly and quantitatively.
5. Fact Families	**3.OA.C.7** 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 two one-digit numbers. **MP2** Reason abstractly and quantitatively.
6. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
7. Estimate Sum	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.

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15-2 Metric Units of Capacity	
1. Estimate Capacity	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP 2** Reason abstractly and quantitatively.
2. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
3. Identify Fractions	**3.NF.A.1** Understand a fraction 1/*b* as the quantity formed by 1 part when *a* whole is partitioned into *b* equal parts; understand a fraction *a/b* as the quantity formed by a parts of size 1/*b*. **MP7** Look for and make use of structure.
4. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.

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5. Number Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
6. Area	**3.MD.C.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. **MP7** Look for and make use of structure.
7. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
15-3 Units of Mass	
1. Estimate Capacity	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.
2. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.

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3. Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
5. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.
6. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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15-4 Units of Weight	
1. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP6** Attend to precision.
2. Estimate Sum	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
3. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
4. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.
5. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.

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6. Subtraction	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
7. Area	**3.MD.C.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. **MP7** Look for and make use of structure.
8. Perimeter	**3.MD.D.8** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. **MP7** Look for and make use of structure.
15-5 Problem Solving: Draw a Picture	
1. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
2. Measurement	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.

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3. Geometry	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.
4. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.
5. Estimate Weight	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 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. **MP2** Reason abstractly and quantitatively.
6. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
Topic 16	
16-1 Line Plots	
1. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.

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2. Compute Mentally	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP2** Reason abstractly and quantitatively.
3. Number Patterns	**3.OA.A.9** 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.* **MP8** Look for and express regularity in repeated reasoning.
4. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
5. Money	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP7** Look for and make use of structure.
16-2 Length and Line Plots	
1. Compute Mentally	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.

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2. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] 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. **MP7** Look for and make use of structure.
3. Area	**3.MD.C.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. **MP7** Look for and make use of structure.
4. Write Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
5. Geometric Shapes	**3.G.A.1** 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. **MP7** Look for and make use of structure.
6. Equivalent Fractions	**3.NF.A.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. **MP2** Reason abstractly and quantitatively.

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16-3 Reading Pictographs and Bar Graphs	
1. Statistics	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
2. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
3. Problem Solving	**3.OA.D.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. **MP1** Make sense of problems and persevere in solving them.
4. Round Whole Numbers	**3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **MP7** Look for and make use of structure.
5. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.

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6. Write Whole Numbers	For related content, please see: **3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100. Also see Grade 2 **2.NBT.A.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **MP6** Attend to precision.
7. Measurement	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] 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. **MP2** Reason abstractly and quantitatively.
16-4 Making Pictographs	
1. Reading Pictographs	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
2. Reading Tally Tables	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.

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3. Problem Solving	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.
4. Multiplication	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP6** Attend to precision.
5. Model Fractions	**3.NF.A.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. **MP4** Model with mathematics.
16-5 Making Bar Graphs	
1. Read Bar Graphs	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
2. Measurement	For related content, please see: **3.MD.B.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. Also see Grade 2 **2.MD.A.3** Estimate lengths using units of inches, feet, centimeters, and meters. **MP7** Look for and make use of structure.

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3. Make Pictographs	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
4. Tell Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
5. Division	**3.OA.A.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **MP1** Make sense of problems and persevere in solving them.
16-6 Making Bar Graphs	
1. Estimation	**3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[1] 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. **MP2** Reason abstractly and quantitatively.

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2. Time	**3.MD.A.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MP6** Attend to precision.
3. Bar Graphs	**3.MD.B.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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* **MP5** Use appropriate tools strategically.
4. Geometry	**3.G.A.1** 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. **MP7** Look for and make use of structure.
5. Addition	**3.NBT.A.2** Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **MP1** Make sense of problems and persevere in solving them.