**RCS 3rd Grade Curriculum Map for 2021-2022 School Year**



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| **Timeline** | **Standard** | **Resources** | **Prerequisite Standard** |
| **August/September** | **M.3.10** Use place value understanding to round whole numbers to the nearest 10 or 100. | Page 14 Educator’s GuideGoMath lessons 11A–11B, 11–14, 17A–17B, 17–20, 49A–49B, 49–52WVGSA Blueprint 6-9 questions (3.10-3.12)i-Ready Unit 2 L8 |  |
| **August/September** | **M.3.11** 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. | Page 14, 15, 34 & 35 Educator’s GuideGoMath lessons 23A–23B, 23–26, 29A–29B, 29–32, 35A–35B, 35–38, 41A–41B, 41–44, 55A–55B, 55–58, 61A–61B, 61–64, 67A–67B, 67–70, 93A–93B, 93–96, 99A–99B, 99–102, 107A–107B, 107–110, 113A–113B, 113–116, 125A–125B, 125–128WVGSA Blueprint 6-9 questions (3.10-3.12)i-Ready Unit 2 L9 |  |
| **August/September** | **M.3.12** 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. | Page 14 & 15 Educator’s GuideGoMath lessons 5.3, 5.4, 5.5WVGSA Blueprint 6-9 questions (3.10-3.12)i-Ready Unit 2 L10 | GoMath **Gd. 2** lessons 1.1, 1.2 |
| **September/November** | **M.3.16** Tell and write time to the nearest minute, 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). | Page 24 & 34 Educator’s GuideGoMath lessons 561A–561B, 561–564, 567A–567B, 567–570, 573A–573B, 573–576, 579A–579B, 579–582, 585A–585B, 585–588WVGSA Blueprint 0-3 questions (3.16-3.17)i-Ready Unit 5 L20 |  |
| **September/November** | **M.3.17** 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 onestep 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. Instructional Note: Exclude compound units such as cm3 and finding the geometric volume of a container | Page 24 & 25 Educator’s GuideGoMath lessons 599A–599B, 599–602, 605A–605B, 605–608, 611A–611B, 611–614WVGSA Blueprint 0-3 questions (3.16-3.17)i-Ready Unit 5 L22 |  |
| **September/November** | **M.3.18** 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 (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets). | Page 25 Educator’s GuideGoMath lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6WVGSA Blueprint 0-3 questions (3.18-3.19)i-Ready Unit 5 L24IMA Math G3 Measurement, Data and Geometry A | GoMath **Gd. 2** lessons 8.9 |
| **September/November** | **M.3.19** 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. | Page 25 & 26 Educator’s GuideGoMath lessons 125A–125B, 125–128, 593A–593B, 593–596WVGSA Blueprint 0-3 questions (3.18-3.19)i-Ready Unit 5 L26 |  |
| **September/November** | **M.3.20** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by b unit squares is said to have an area of b square units. | Page 27, 30, 33 & 34 Educator’s GuideGoMath lessons- 643A–643B, 643–646, 649A–649B, 649–652WVGSA Blueprint 0-2 questions (3.20-3.22)i-Ready Unit 5 L27 |  |
| **September/November** | **M.3.21** Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units). | Page 27 & 30 Educator’s GuideGoMath lessons 649A–649B, 649–652 See Also: 643A–643B, 643–646, 655A–655B, 655–658WVGSA Blueprint 0-2 questions (3.20-3.22)i-Ready Unit 5 L27 |  |
| **September/November** | **M.3.22** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with wholenumber side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive and find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real world problem | Page 9, 27 28, 30 & 34 Educator’s GuideGoMath lessons 11.7WVGSA Blueprint 0-2 questions (3.20-3.22)i-Ready Unit 5 L28-29IMA Math G3 Measurement, Data and Geometry A, B | GoMath **Gd. 2** 11.7 |
| **October/November** | **M.3.23** 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. | Page 30 Educator’s GuideGoMath lessons 625A–625B, 625–628, 631A–631B, 631–634, 637A–637B, 637–640, 675A–675B, 675–678, 681A–681B, 681–684WVGSA Blueprint 0-2 questions (3.22)i-Ready Unit 5 L30 |  |
| **December/January** | **M.3.24** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), 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. | Page 31 & 32 Educator’s GuideGoMath lessons 697A–697B, 697–700, 703A–703B, 703–706, 709A–709B, 709–712, 715A–715B, 715–718, 723A–723B, 723–726, 729A–729B, 729–732, 735A–735B, 735–738, 741A–741B, 741–744WVGSA Blueprint 0-3 questions (3.24-3.25)i-Ready Unit 6 L31-32 |  |
| **December/January** | **M.3.25** 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 ¼ or the area of the shape | Page 32 & 33 Educator’s GuideGoMath lesson 12.9WVGSA Blueprint 0-3 questions (3.24-3.25)i-Ready Unit 6 L33 | GoMath **Gd. 2** 11.7 |
| **January/March** | **M.3.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5 × 7). | Page 6 & 7 Educator’s GuideGoMath lessons 139A–139B, 139–142, 145A–145B, 145–148WVGSA Blueprint 0-5 questions (3.1-3.4)i-Ready Unit 1 L1 |  |
| **January/March** | **M.3.2** 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 (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8). | Page 6 & 7 Educator’s GuideGoMath lessons 307A–307B, 307–310, 313A–313B, 313–316, 319A–319B, 319–322WVGSA Blueprint 0-5 questions (3.1-3.4)i-Ready Unit 1 L4 |  |
| **January/March** | **M.3.3** 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). | Page 6, 7 & 26 Educator’s GuideGoMath lessons 151A–151B, 151–154, 165A–165B, 165–168, 191A–191B, 191–194, 197A–197B, 197–200, 203A–203B, 203–206, 301A–301B, 301–304, 325A–325B, 325–328, 333A–333B, 333–336, 365A–365B, 365–368, 377A–377B, 377–380, 409A–409B, 409–412WVGSA Blueprint 0-5 questions (3.1-3.4)i-Ready Unit 3 L11GoMath lessons 3.3, 3.5, 4.1, 4.2, 4.3, 6.1, 6.5, 6.6, 7.1, 7.3, 7.8Math G3 Operations and Algebraic Thinking A, D | GoMath **Gd. 2** 3.9, 4.10, 5.10, 5.11 |
| **January/March** | **M.3.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = ? ÷ 3, 6 × 6 =?). | Page 6, 9 & 34 Educator’s GuideGoMath lessons 267A–267B, 267–270, 409A–409B, 409–412WVGSA Blueprint 0-5 questions (3.1-3.4)i-Ready Unit 1 L6GoMath lessons 5.2, 7.8 | GoMath **Gd. 2** 1.1, 1.2 |
| **January/March** | **M.3.5** Apply properties of operations as strategies to multiply and divide (e.g., 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. Instructional Note: Students need not use formal terms for these properties. | Page 9 & 10 Educator’s GuideGoMath lessons 3.6, 3.7, 4.4, 4.6, 6.9WVGSA Blueprint 0-4 questions (3.5-3.6)i-Ready Unit 1 L3Math G3 Operations and Algebraic Thinking B, C | GoMath **Gd. 2** lessons 3.2, 3.4, 3.6, 3.10, 3.11, 4.9, 4.10, 5.9, 5.10, 5.11 |
| **January/March** | **M.3.6** Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8) | Page 9, 10 & 34 Educator’s GuideGoMath lessons 339A–339B, 339–342WVGSA Blueprint 0-4 questions (3.5-3.6)i-Ready Unit 1 L5 |  |
| **January/March** | **M.3.7** Learn multiplication tables (facts) with speed and memory in order to 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 that 40 ÷ 5 = 8) or properties of operations by the end of Grade 3. | Page 11, 12 &34 Educator’s GuideGoMath lessons 4.5,4.8, 4.9, 6.8, 7.2, 7.4, 7.5, 7.6, 7.7, 7.9WVGSA Blueprint 0-2 questions (3.7)i-Ready Unit 1 L6 | GoMath **Gd. 2** lessons 1.8, 1.9, 3.10, 3.11 |
| **January/March** | **M.3.8** 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. Instructional Note: This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). | Page 12 , 13, & 34 Educator’s GuideGoMath lessons 1.12, 2.1, 2.6, 3.4, 4.10, 7.10, 7.11WVGSA Blueprint 0-4 questions (3.8-3.9)i-Ready Unit 3 L13IMA Math G3 Number and Operations Base 10 A,B, | GoMath **Gd. 2** lessons 3.10, 3.12, 4.9, 4.10, 5.9, 5.10, 5.11, 8.9 |
| **January/March** | **M.3.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain those using properties of operations (e.g., observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends) | Page 13, 14, 30 & 34 Educator’s GuideGoMath lessons 5A–5B, 5–8, 229A–229B, 229–232, 247A–247B, 247–250, 261A–261B, 261–264WVGSA Blueprint 0-4 questions (3.8-3.9)i-Ready Unit 1 L7 |  |
| **April/May** | **M.3.13** 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. Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8. | Page 16, 17, 22 & 34 Educator’s GuideGoMath lessons 443A–443B, 443–446, 449A–449B, 449–452, 455A–455B, 455–458, 461A–461B, 461–464, 481A–481B, 481–484, 487A–487B, 487–490, 493A–493B, 493–496WVGSA Blueprint 6-9 questions (3.13-3.15)i-Ready Unit 4 L14 |  |
| **April/May** | **M.3.14** Understand a fraction as a number on the number line and represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. (e.g., Given that b parts is 4 parts, then 1/b represents 1/4. Students partition the number line into fourths and locate 1/4 on the number line.) b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (e.g., Given that a/b represents 3/4 or 6/4, students partition the number line into fourths and represent these fractions accurately on the same number line; students extend the number line to include the number of wholes required for the given fractions.) Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8. | Page 16, 17, 19.22 & 34 Educator’s GuideGoMath lessons 8.5WVGSA Blueprint 6-9 questions (3.13-3.15)i-Ready Unit 4 L15IMA Math G3 Number and Operations Fractions A,B,C | GoMath **Gd. 2** lesson 8.5, 9.4 |
| **April/May** | **M.3.15** Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model). c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. (e.g., 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.) d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, = or < and justify the conclusions (e.g., by using a visual fraction model). Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8. | Page 19, 23 & 34 Educator’s GuideGoMath lessons 539A–539B, 539–542, 545A–545B, 545–548, 475A–475B, 475–478, 507A–507B, 507–510, 513A–513B, 513–516, 519A–519B, 519–522, 525A–525B, 525–528, 533A–533B, 533–536WVGSA Blueprint 6-9 questions (3.13-3.15)i-Ready Unit 4 L16-19 |  |

Links

WVDE Educator’s Guide- <https://wvde.us/wp-content/uploads/2020/08/20852_Grade4-EducatorGuide-v3-1.pdf>

The standards listed below are not on the priority standards above but are tested on the WVGSA.

3.23 (0-2 questions)

3.16-3.17 (0-3 questions)