**ELA Standards Addressed in First 10 Weeks**

**CCS Standards: Reading—Literature**

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.3.2. Recount stories, including fables, folktales, and myths from diverse

cultures; determine the central message, lesson, or moral, and explain how it is

conveyed through key details in the text.

RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings)

and explain how their actions contribute to the sequence of events.

• RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.

• RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.

**CCS Standards: Reading—Informational Text**

RL.3.1. Ask and answer questions to demonstrate understanding

RI.3.2. Determine the main idea of a text; recount the key details and explain

how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and

the words in a text to demonstrate understanding of the text (e.g., where, when,

why, and how key events occur).

**CCS Standards: Writing**

W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

d. Provide a concluding statement or section.

• W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)

• W.3.8. Recall information from experiences or gather information from print

and digital sources; take brief notes on sources and sort evidence into provided

categories.

W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CCS Standards: Speaking & Listening**

• SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others’ ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). d. Explain their own ideas and understanding in light of the discussion

SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**CCS Standards: Language**

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. – Capitalize appropriate words in titles. – Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). – Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. – Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.

• L.3.6. Acquire and use accurate and grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

**Math Standards Addressed in First 10 Weeks**

Focus Grade Level Standards

Represent and solve problems involving multiplication and division.[[1]](#footnote-1)

**3.OA.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.*

**3.OA.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.*

**3.OA.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. (See Glossary, Table 2.)

**3.OA.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 = ?*

Understand properties of multiplication and the relationship between multiplication and division.[[2]](#footnote-2)

**3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *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.)[[3]](#footnote-3)*

**3.OA.6** Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.[[4]](#footnote-4)

**3.OA.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

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (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, i.e., Order of Operations.)

Foundational Standards

**2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

**2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

**2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.

Focus Standards for Mathematical Practice

**MP.1 Make sense of problems and persevere in solving them.** Students model multiplication and division using the array model. They solve two-step mixed word problems and assess the reasonableness of their solutions.

**MP.2** **Reason abstractly and quantitatively.**  Students make sense of quantities and their relationships as they explore the properties of multiplication and division and the relationship between them. Students decontextualize when representing equal group situations as multiplication and when they represent division as partitioning objects into equal shares or as unknown factor problems. Students contextualize when they consider the value of units and understand the meaning of the quantities as they compute.

**MP.3** **Construct viable arguments and critique the reasoning of others.** Students represent and solve multiplication and division problems using arrays and equations. As they compare methods, they construct arguments and critique the reasoning of others. This practice is particularly exemplified in daily Application Problems and in specific lessons dedicated to problem solving in which students solve and reason with others about their work.

MP.4 **Model with mathematics.**  Students represent equal groups using arrays and equations to multiply, divide, add, and subtract.

**MP.7 Look for and make use of structure.**  Students notice structure when they represent quantities by using drawings and equations to represent the commutative and distributive properties. The relationship between multiplication and division also highlights structure for students as they determine the unknown whole number in a multiplication or division equation.

Focus Grade Level Standards

Use place value understanding and properties of operations to perform multi-digit arithmetic.[[5]](#footnote-5)

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.

3.NBT.2Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.1Tell 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.

3.MD.2Measure 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.

Foundational Standards

2.MD.1Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

2.MD.3Estimate lengths using units of inches, feet, centimeters, and meters.

2.MD.4Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Focus Standards for Mathematical Practice

MP.2 **Reason abstractly or quantitatively.** Students decontextualize metric measurements and time intervals in minutes as they solve problems involving addition, subtraction, and multiplication. They round to estimate, and then precisely solve problems, evaluating solutions with reference to units and with respect to real world contexts.

MP.4 **Model with mathematics.**  Students model measurements on the place value chart. They create drawings and diagrams and write equations to model and solve word problems involving metric units and intervals of time in minutes.

MP.6 **Attend to precision.**  Students round to estimate sums and differences, and then use the standard algorithms for addition and subtraction to calculate. They reason about the precision of their solutions by comparing estimations with calculations and by attending to specific units of measure.

MP.7 **Look for and make use of structure.**  Students model measurements on the place value chart. Through modeling, they relate different units of measure and analyze the multiplicative relationship of the base ten system.

1. Limited to factors of 2–5 and 10 and the corresponding dividends in this module. [↑](#footnote-ref-1)
2. Limited to factors of 2–5 and 10 and the corresponding dividends in this module. [↑](#footnote-ref-2)
3. The associative property is addressed in Module 3. [↑](#footnote-ref-3)
4. Limited to factors of 2–5 and 10 and the corresponding dividends in this module. [↑](#footnote-ref-4)
5. [↑](#footnote-ref-5)