Unit 1: Number Sense **Teaching Window: August 20 - August 31** **Test Window: September 4 - 7** **MasteryConnect Window: September 4 - 21**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.1		I can read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	3.NBT.A.2		1	Module 2
3.2		I can demonstrate fluency with addition and subtraction within 1,000.	3.NBT.A.3	3.NBT.A.2	1	Module 2
3.3	★	I can interpret the reasonableness of answers using mental computation and estimation strategies including rounding (to the nearest 10 or 100).	3.NBT.A.1 & 3.RA.D.10	3.NBT.A.1 & 3.OA.D.8	1	Module 2
Unit 2: Multiplication & Division **Teaching Window: September 10 - November 2** **Test Window: November 5 - November 9** **MasteryConnect Window: November 5 - November 30**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.4	★	I can interpret products/quotients by describing in words or drawings a problem that illustrates a multiplication or division situation.	3.RA.A.3, 3.RA.A.1, 3.RA.A.2	3.OA.A.1, 3.OA.A.2	3, 6	Module 1
3.5		I can multiply whole numbers by multiples of 10 in the range of 10-100.	3.NBT.A.4	3.NBT3	5	Module 1
3.6		I can use multiplication and division within 100 to solve problems.	3.RA.A.4	3.OA.A.3	5	Module 1, 3
3.7	★	I can multiply and divide within 100 (products of two one-digit numbers) using strategies such as the relationship between multiplication and division using properties of operations.	3.RA.B.6 3.RA.C.7	3.OA.B.5, 3.OA.B.6 3.OA.C.7	3, 4, 7	Module 1, 3
3.8*		I can determine the unknown number in a multiplication or division equation relating three whole numbers.	3.RA.A.5	3.OA.A.4	5	Module 1, 3
3.9*	★	I can write and solve two-step problems involving variables using any of the four operations.	3.RA.D.9 3.GM.B.8	3.OA.D.8	1, 2, 4, 5, 7	Module 1, 3
3.10		I can identify arithmetic patterns and explain the patterns using properties of operations.	3.RA.E.11	3.OA.D.9	1, 4, 5	Module 3
3.11	★	I can demonstrate fluency within multiplication with single digits, 100 problems in 5 minutes with 80% accuracy.	3.RA.C.8	3.OA.C.7	4	Module 1
Performance Event		***Performance Event: Cookie Monster*** *****This will be the unit 2 scrimmage*****				

Unit 3: Area, Perimeter **Teaching Window: November 12 - December 14** **Test Window: December 17 - December 21** **MasteryConnect Window: December 17 - January 18**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.12		I can solve problems involving perimeters of polygons.	3.GM.D.15	3.MD8	11	Module 7
3.13		I can correctly calculate and label area by tiling (no gaps or overlaps) and multiplying the side lengths that result in the same value.	3.GM.C.9 & 3.GM.C.11	3.MD5/6	11	Module 4
3.14		I can multiply whole number side lengths to solve problems involving the area of rectangles and label in square units.	3.GM.C.10 & 3.GM.C.12	3.MD7a/b	11	Module 4
3.15	★	I can find rectangular arrangements that can be formed for a given area.	3.GM.C.13	3.MD7d	11	Module 4
3.16		I can understand rectangles can have equal perimeters but different areas, and rectangles can have equal areas but different perimeters.	3.GM.D.16	3.MD8d	11	Module 7
3.17	★	I can decompose a rectangle into smaller rectangles to find the area of the original rectangle.	3.GM.C.14	3.MD7c	11	Module 4
Unit 4: Fractions **Teaching Window: January 8 - February 14** **Test Window: February 19 - February 22** **MasteryConnect Window: February 19 - March 5**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.18		I can partition a whole unit into equal parts, identify and label each unit and describe the numerator and denominator in each fraction.	3.NF.A.1 & 3.NF.A.2	3.NF.A.1	8	Module 5
3.19	★	I can represent fractions on a number line by partitioning the whole into equal segments and labeling each segment as a fraction.	3.GM.A.3 & 3.NF.A.3	3.NF.A.2	8	Module 5
3.20	★	I can compare two fractions with the same numerator or denominator using symbol >, =, or <, and justify the solution.	3.NF.A.6	3.NF.A.3	9	Module 5
3.21		I can explain why fractions are only valid when the fractions are comparing the same whole. (Comparing shapes that are the same size.)	3.NF.A.7	3.NF.A.3	9	Module 5
3.22	★	I can recognize and generate equivalent fractions using visual models and number lines, and justify why the fractions are equivalent.	3.NF.A.4 & 3.NF.A.5	3.NF.A.3	9	Module 5

Unit 5: Time, Measurement and Geometry **Teaching Window: February 25 - March 29** **Test Window: April 1 - April 5** **MasteryConnect Window: April 1 - April 26**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.23*	★	I can estimate time intervals in minutes.	3.GM.B.5	3.MD.A.1	10	Module 2
3.24*		I can tell and write time to the nearest minute.	3.GM.B.4	3.MD.A.1	10	Module 2
3.25		I can solve word problems involving the addition and subtraction of minutes.	3.GM.B.6	3.MD.A.1	10	Module 2
3.26		I can measure or estimate length, liquid volume, and weight of objects.	3.GM.B.7	3.MD.A.2	10	Module 2
3.27*		I can classify the shapes in different categories that may share attributes and that the shared attributes can define a larger category.	3.GM.A.1	3.G1a	12	Module 7
3.28*	★	I can distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	3.GM.A.2	3.G1b	12	Module 7
Unit 6: Data **Teaching Window: April 8 - May 3** **Test Window: May 6 - 10** **MasteryConnect Window: May 6 - May 17**						
Benchmark	**Power Standard**	**I can statement**	**New Missouri Learning Standard**	**Common Core Standard**	**Go Math Resource**	**Engage NY Resources**
3.29		I can create frequency tables, scaled picture graphs, and bar graphs to represent a data set with several categories.	3.DS.A.1	3.MD.B.3	2	Module 6
3.30	★	I can solve one and two-step problems using information presented in bar and/or picture graphs.	3.DS.A.2	3.MD.B.3	2	Module 6
3.31		I can answer questions using data shown on a line plot.	3.DS.A.4	3.MD.B.4	2	Module 6
3.32		I can create a line plot to represent data.	3.DS.A.3	3.MD.B.4	2	Module 6
Performance Event		***Performance Event*** ****This will be the unit 6 scrimmage****				

Teacher Notes

BM	Item Specifications Content Limits/Assessment Boundaries	Teacher Notes
Unit 1: Number Sense		
3.1	• For large scale assessment purposes, use "base ten numerals", " number name" and "expanded form". • For classroom purposes "base ten numerals" and "standard form" may be used interchangeably. • For classroom purposes "number names" and "word form" may be used interchangeably. • Numbers included begin at one and are not greater than one hundred thousand. • **Do Not** use multiplication symbols within the expanded form. (e.g., 642= (6 x100) +(4 x 10) + (2 x 1) • Expanded form must be completely expanded.	• Students need to round first, then solve.
3.2	• Addends, minuends, subtrahends, sums and differences are limited to one thousand or less.	
3.3	• Limit given numbers to four digits. May use 9,999. • Addends, minuends, subtrahends, sums and differences are limited to one thousand or less. • Divisors no greater than ten and quotients no greater than one hundred. • Limit factors of zero to ten and final products of one hundred. • Only basic facts up to 10 x10 should be used within multiplication or division.	
Unit 2: Multiplication & Division		
3.4	• Limits up to 10 X 10. • Divisors no greater than ten and quotients no greater than one hundred. • The picture may be an array or equal groups.	
3.5	• Limit the multiples of ten to a range of ten to ninety. • Properties of operations limited to commutative and associative properties of multiplication.	
3.6	• Limits up to 10 X 10. • Divisors no greater than ten and quotients no greater than one hundred.	
3.7	• Students should **not** be expected to use or recognize the formal names for the properties although they may be taught in the classroom. • Limit factors of zero to ten and final products of one hundred.	

	• Divisors no greater than ten and quotients no greater than one hundred	
3.8	• Limits up to 10 x 10. • Limit factors of zero to then and final products of one hundred. • Divisors no greater than ten and quotients no greater than one hundred. • The term “fact families” or “number bonds” will not be used as part of the stem or answer.	• 3.8 and 3.9 will be taught and one and tested together.
3.9	• Addends, minuends, subtrahends, sums and differences are limited to one thousand or less. • Divisors no greater than ten and quotients no greater than one hundred. • Limit factors of zero to ten and final products of one hundred. • Only facts up to 10 x 10 should be used within multiplication or division. • It should be noted that there may be more than one correct way to write an equation for a given word problem. The variable may be used one either side of the equal sign. • Limit units of length to centimeters, inches, meters, kilometers, feet, yards and miles • limit units of weight to ounces, pounds, grams or kilograms.	• 3.8 and 3.9 will be taught and one and tested together.
3.10	• Limit factors of zero to ten and final products of one hundred. • limited to addition and subtraction • Addends, minuends, subtrahends, sums and differences are limited to one thousand or less.	
3.11	• Limit factors of zero to ten and final products of one hundred	
Unit 3: Area & Perimeter		
3.12	• Can be assessed as a word problem with context.	
3.13	• Limits to no gaps or overlaps. • Students should not have to use the formula. • They should be able to count the unit squares. • Grid lines or unit squares should be shown on the figures. • Limits up to 10 x 10. • Grid lines of unit squares should be shown within the objects. • Distractors can have the same value as the correct area, but do not reflect multiplication of sides. (If correct answer is 3 x 4 then 6 x 2 may be a distractor.)	

3.14	• Limited to "square units" or "units squared". • Limit units of length to centimeters, inches, meters, kilometers, feet, yards and miles. • Limits up to 10 x 10. • Limits to whole numbers.	
3.15	• Limits up to 10 x 10 and no area greater than one hundred squared units.	
3.16	• Dimensions of rectangles will be shown.	
3.17	• Limits to whole numbers. • The smaller rectangles can have dimensions no longer than ten.	
Unit 4: Fractions		
3.18	• Limit to fractions with denominators 2, 3, 4, 6 or 8. • A third grade student is expected to know the term numerator.	
3.19	• Limit denominators 2, 3, 4, 6 or 8. • Limit to fractions with denominators 2, 3, 4, 6 or 8. • Limit to two-dimensional figures. • This concept is foundational for the understanding of fractions.	
3.20	• Limit to fractions with denominators 2, 3, 4, 6 or 8. • With same sized whole unit. • Visual models include: fraction bars, fraction circles or number lines.	
3.21	• Limit to fractions with denominators 2, 3, 4, 6 or 8. • Visual models include: fraction bars, fraction circles, number lines or drawings.	
3.22	• Limit to fractions with denominators 2, 3, 4, 6 or8. • With same sized whole unit. • Visual models include: fraction bars, fraction circles and number lines.	
Unit 5: Time, Measurement & Geometry		
3.23	• The student will give a reasonable estimated interval of the passage of time within fifty-nine minutes.	• 3.23 and 3.24 will be taught as one and tested together.
3.24	• Limit to the minute and hour hands only (not the second hand).	• 3.23 and 3.24 will be taught as one and tested together.
3.25	• Students may use any strategy to solve for the passage of time within fifty-nine minutes. • These problems may involve finding the start time, the end time or the interval.	

3.26	• Limit tools for length to rulers, yardsticks and meter sticks. • Limit tools for liquid volume to pictures of a marked container/graduated cylinder. • Limit tools for weight to scales. • For estimating reasonable units of length, limit units to the nearest centimeter, inch, meters, kilometers, feet, yards or miles. • For estimating reasonable units of liquid volume, limit to milliliters liters, cups or gallons. • For estimating reasonable units of weight, limit to ounces, pounds, grams or kilograms.	
3.27	• Limit to circles, triangles, quadrilaterals, pentagons, hexagons and octagons. • Limit to two-dimensional figures.	• 3.27 and 3.38 will be taught as one and tested together.
3.28	• Limit to two-dimensional figures.	• 3.27 and 3.38 will be taught as one and tested together.
Unit 6: Data		
3.29	• Limit the sale of the bar graph from zero-one hundred with intervals of 1s, 2s, 5s and 10s. • Limit the key of the picture graph to one picture=1, 2, 5 or 10.	
3.30	• Limit the scale of the bar graph from zero to one hundred with intervals of 1s, 2s, 5s and 10s. • Limit the key of the picture graph to one picture =1, 2, 5 and 10. • Whole numbers only. • Addends, minuends, subtrahends, sums and differences are limited to one hundred or less. • divisors no greater than ten and quotients no greater than one hundred. • Limit factors of zero to then and final products of one hundred. • Only basic facts up to 10x10 should be used within multiplication or division.	
3.31	• Limit to formal terms such as mode, range, median, mean or maximum. • Limited to addition or subtraction operations based on whole number data. May be groups of data which would be calculate through multiplication of efficiency.	
3.32	• If listing numbers, it should be limited to whole numbers. • When using halves and quarters the intervals should be listed for them. • Limit the range to numbers between zero and twenty.	