MATHEMATICS CURRICULUM MAP

Grade 3

May 2024

Grade 3: Math Year at a Glance

Areas of Focus:
In Grade 3, instructional time should focus on four critical areas:(1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two- dimensional shapes.

Resource: Big Ideas Math: Modeling Real Life Common Core (ISBN: 9781642084504)

Semester 1	Semester 2
Chapter 1: Understand Multiplication and Division 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.2	**Chapter 8:** Add and Subtract Multi-Digit Numbers 3.NBT.2, 3.OA.8 *Continued*
Chapter 2: Multiplication Facts and Strategies 3.OA.3, 3.OA.4, 3.OA.7 3.OA.9 3.OA.5	**Chapter 9:** Multiples and Problem Solving 3.NBT.3, 3.OA.5, 3.OA.8
Chapter 3: More Multiplication Facts and Strategies 3.OA.3, 3.OA.4, 3.OA.7 3.OA.5	**Chapter 10:** Understanding Fractions 3.NF.1 3.G.2 3.NF.2 3.NF.2a 3.NF.2b
Chapter 4: Division Facts and Strategies 3.OA.2, 3.OA.3, 3.OA.4, 3.OA6, 3.OA.7, 3.OA.5	**Chapter 11:** Understanding Fraction Equivalence and Comparison 3.NF.3, 3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d
Chapter 5: Patterns and Fluency 3.OA.7, 3.OA.9, 3.OA.4, 3.OA.8	**Chapter 12:** Understand Time, Liquid Volume, Mass 3.MD.1, 3.NBT.2, 3.MD.2
Chapter 6: Relate Area and Multiplication 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6, 3.MD.7, 3.MD.7a, 3.MD.7b, 3.MD.7c, 3.MD.7d	**Chapter 14:** Represent and Interpret Data 3.MD.3, 3.NF.2a, 3.NF.2b, 3.MD.4
Chapter 7: Round and Estimate Numbers 3.NBT.1, 3.NBT.2	**Chapter 15:** Find Perimeter & Area 3.MD.8, 3.MD.5, 3.MD.5a, 3.MD.5b, 3.MD.6
Chapter 8: Add and Subtract Multi-Digit Numbers 3.NBT.2, 3.OA.8	**Chapter 13:** Classify Two-Dimensional Shapes 3.G.1

Priority Standards: Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is necessary. These standards are taught in-depth to full mastery.

Supporting vs. Additional: Supporting standards (highlighted in blue) are designed to strengthen the areas of major emphasis. Connections are clear and emphasize coherence between topics. Additional standards (highlighted in yellow) do not connect as tightly as supporting standards.