

MATHEMATICS/Grade 3

Curriculum Guide

To support strong classroom instruction, the TDOE has created instructional focus documents for mathematics. These documents were developed to target the mathematics standards where statewide data indicated students struggled the most and are optional supplements for educators to consider. The purpose of these documents is to provide teachers with examples of learning across all performance levels to help educators determine the depth of a student's conceptual understanding of the Tennessee mathematics standards. You may access these documents using this link: [Math Standards Crosswalk](#)

Best for All Central is designed to be a one-stop shop for academic needs. <https://bestforall.tnedu.gov/academic-standards/math>

1 st Quarter				
Standard(s)	Learning Objective(s) Essential Understanding	Savvas Alignment	Assessments	Pacing
3.NBT.A.4	Read and write numbers to 100,000	TN-1 Read and Write Numbers to 100, 000 p. T1-T4	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages 3 Act Math (any time after Lesson 1-5)	1 Day
3.OA.A.1 3.OA.A.3	Use repeated addition to show the relationship between multiplication and addition	1-1 Relate Multiplication and Addition p. 5-8		1 Day
3.OA.A.1 3.OA.A.3	Use number lines to join equal groups	1-2 Multiplication on the Number Line p. 9-12		1 Day
3.OA.A.3 3.OA.A.1 3.OA.B.5	Use arrays and properties to understand multiplication	1-3 Arrays and Properties p.13-16		1 Day
3.OA.A.2 3.OA.A.3	Use sharing to separate equal groups and to think about division	1-4 Division: How Many in Each Group p.17-20		1 Day
3.OA.A.2 3.OA.A.3	Use repeated subtraction to show the relationship between division and subtraction	1-5 Division: How Many Equal Groups? p.21-24		1 Day
3.OA.A.3 3.OA.A.1	Think strategically about available tools that can be used to solve problems	1-6 Problem Solving: Use Appropriate Tools		1 Day

3.OA.A.2		p. 25-28		
OA Standards	Review all learning objectives from Topic 1	Review Topic 1	- Fluency Practice p. 29 - Vocabulary Review p. 30 - Topic 1 Assessment Practice p.33-34 (TN T7)	1 Day
OA Standards	Assess all learning objectives from Topic 1	Topic 1 Assessment	Topic 1 Assessment	1 Day
3.OA.A.3 3.OA.A.1 3.OA.D.9	Gain fluency in multiplication when using 2 and 5 as factors	2-1 2 and 5 as Factors p.41-44	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.OA.A.3 3.OA.A.1 3.OA.D.9	Gain fluency in multiplication when using 9 as a factor	2-2 9 as a Factor p.45-48		1 Day
3.OA.B.5 3.OA.A.1 3.OA.A.3 3.OA.C.7	Gain fluency in multiplication when multiplying 0 or 1	2-3 Apply Properties: Multiply by 0 and 1 p.49-52		1 Day
3.OA.A.3 3.OA.A.1 3.OA.D.9	Gain fluency in multiplication when multiplying by 10	2-4 Multiply by 10 p.53-56		1 Day
3.OA.A.3 3.OA.A.1 3.OA.D.9	Students will use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts	2-5 Multiplication Facts: 0, 1, 2, 5, 9, and 10 p.57-60		1 Day
3.OA.A.3	Use previously learned concepts and skills to represent and solve problems	2-6 Problem Solving: Model with Math p.61-64		1 Day
OA Standards	Review all learning objectives from Topic 2	Review Topic 2	- Fluency Practice p. 65 - Vocabulary Review p. 66 - Topic 1 Assessment Practice p.69-70	1 Day
OA Standards	Assess all learning objectives from Topic 2	Topic 2 Assessment	Topic 2 Assessment	1 Day

3.OA.B.5 3.OA.A.3 3.OA.C.7	Use the Distributive Property to solve problems involving multiplication within 100	3-1 The Distributive Property p.77-80	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages 3-ACT Math – any time after Lesson 3-5	1 Day
3.OA.B.5 3.OA.A.3 3.OA.C.7 3.OA.D.9	Use the Distributive Property to break apart unknown facts with 3 or 4 as a factor	3-2 Apply Properties: 3 and 4 as Factors p.81-84		1 Day
3.OA.B.5 3.OA.A.3 3.OA.C.7 3.OA.D.9	Use the Distributive Property to break apart unknown facts with 6 or 7 as a factor	3-3 Apply Properties: 6 and 7 as Factors p.85-88		1 Day
3.OA.B.5 3.OA.A.3 3.OA.C.7 3.OA.D.9	Use the Distributive Property and known facts to break apart unknown facts with 8 as a factor	3-4 Apply Properties: 8 as a Factor p.89-92		1 Day
3.OA.C.7 3.OA.A.3 3.OA.B.5	Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems	3-5 Practice Multiplication Facts p.93-96		1 Day
3.OA.B.5 3.OA.A.3 3.OA.C.7	Use the Associative Property of Multiplication to group factors when multiplying 3 factors	3-6 The Associative Property: Multiply with 3 Factors p.97-100		1 Day
3.OA.B.5 3.OA.A.1	Use repeated reasoning with known facts to make generalizations when multiplying	3-7 Problem Solving: Repeated Reasoning p. 101-104		1 Day
OA Standards	Review all learning objectives from Topic 3	Review Topic 3	- Fluency Practice p. 105 - Vocabulary Review p. 106 - Topic 1 Assessment Practice p.109-110	1 Day
OA Standards	Assess all learning objectives from Topic 3	Topic 3 Assessment	Topic 3 Assessment	1 Day
3.OA.B.6 3.OA.A.2 3.OA.A.3 3.OA.C.7	Use multiplication facts to divide	4-1 Relate Multiplication and Division p.117-120	- Daily Review - Today's Challenge - Online Quick Checks	1 Day
3.OA.B.6 3.OA.A.3	Use multiplication facts to find related division facts	4-2 Use Multiplication to Divide with 2, 3, 4, and 5		1 Day

3.OA.C.7		p.121-124	- Online Math Games - Standards Practice Workbook Pages	
3.OA.B.6 3.OA.A.3 3.OA.C.7	Use multiplication facts to find related division facts	4-3 Use Multiplication to Divide with 6 and 7 p.125-128		1 Day
3.OA.B.6 3.OA.A.3 3.OA.C.7	Use multiplication facts to find related division facts	4-4 Use Multiplication to Divide with 8 and 9 p.129-132		1 Day
3.OA.D.9 3.OA.A.3 3.OA.C.7	Use knowledge of even and odd numbers to identify multiplication patterns	4-5 Multiplication Patterns: Even and Odd Numbers p.133-136		1 Day
3.OA.B.5 3.OA.A.3 3.OA.B.6 3.OA.C.7	Use properties to understand division involving 0 and 1	4-6 Division Involving 0 and 1 p.137-140		1 Day
3.OA.C.7 3.OA.A.3 3.OA.A.4 3.OA.B.6	Use patterns and known facts to find unknown multiplication facts. Use multiplication facts to find related division facts.	4-7 Practice Multiplication and Division Facts p.141-144		1 Day
3.OA.A.4 3.OA.A.3 3.OA.C.7	Use multiplication and division facts to find unknown values in equations	4-8 Solve Multiplication and Division Equations p.145-148		1 Day
3.OA.A.3 3.OA.D.8	Use previously learned concepts to find and answer hidden questions to solve problems	4-9 Problem Solving: Make Sense and Persevere p.149-152		1 Day
3.OA.A.3	Use multiplication and division to solve word problems	TN-2 Multiplication and Division Problem Situations p. T9-T12		1 Day
OA Standards	Review all learning objectives from Topic 4	Review Topic 4	- Fluency Practice p. 153 - Vocabulary Review p. 154 - Topic 1 Assessment Practice p.159-160	1 Day
OA Standards	Assess all learning objectives from Topic 4	Topic 4 Assessment	Topic 4 Assessment	1 Day

2nd Quarter

Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
3.OA.D.9 3.OA.C.7	Use the multiplication table and the Distributive Property to find patterns in factors and products.	5-1 Patterns for Multiplication Facts p. 169-172	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages 3 Act Math (any time after Lesson 5-3)	1 Day
3.OA.C.7 3.OA.D.9	Use number sense and reasoning while practicing multiplication and division basic facts.	5-2 Use a Table to Multiply and Divide p. 173-176		1 Day
3.OA.C.7 3.OA.A.3	Use strategies such as skip counting and properties of operations to multiply.	5-3 Use Strategies to Multiply p. 177-180		1 Day
3.OA.A.3 3.OA.C.7	Solve multiplication and division problems that involve different strategies and representations.	5-4 Solve Word Problems: Multiplication and Division Facts p. 181-184		1 Day
3.OA.A.3 3.OA.A.1 3.OA.A.2 3.OA.C.7	Use multiplication and division to write and solve real-world problems involving equal groups.	5-5 Write Multiplication and Division Math Stories p. 185-188		1 Day
3.OA.D.9 3.OA.A.3 3.OA.C.7	Use the structures of multiplication and division to compare expressions.	5-6 Problem Solving: Look For and Use Structure p. 189-192		1 Day
OA Standards	Review all learning objectives from Topic 5.	Topic 5 Review	- Fluency Practice p. 193 - Vocabulary Review p. 194 - Topic 5 Assessment Practice p.199-202	1 Day
OA Standards	Assess all learning objectives from Topic 5.	Topic 5 Assessment	Topic 5 Assessment	1 Day
3.MD.C.5a 3.MD.C.5b 3.MD.C.6	Use unit squares to find the area of a shape.	6-1 Cover Regions p. 209-212	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games	1 Day
3.MD.C.5b 3.MD.C.6 3.MD.C.5a	Use unit squares to find the area of a figure.	6-2 Area: Nonstandard Units p. 213-216		1 Day
3.MD.C.6 3.MD.C.5a 3.MD.C.5b	Use standard units to measure the area of a shape.	6-3 Area: Standard Units p. 217-220		1 Day

3.MD.C.7a 3.OA.A.3 3.OA.A.4 3.OA.C.7 3.MD.C.7b	Use unit squares and multiplication to find the areas of squares and rectangles.	6-4 Area of Squares and Rectangles p. 221-224	Standards Practice Workbook Pages	1 Day
3.MD.C.7c 3.OA.A.3 3.OA.C.7	Use areas of rectangles to model the Distributive Property of Multiplication.	6-5 Apply Properties: Area and the Distributive Property p. 225-228		1 Day
3.MD.C.7d 3.OA.A.3 3.OA.C.7	Use areas of rectangles to find the area of irregular shapes.	6-6 Apply Properties: Area of Irregular Shapes p. 229-232		1 Day
3.MD.C.7b 3.OA.A.3 3.OA.C.7 3.MD.C.7a 3.MD.C.7d	Solve problems by breaking apart or changing the problem into a simpler problem.	6-7 Problem Solving: Look For and Use Structure p. 233-236		1 Day
MD & OA Standards	Review all learning objectives for Topic 6.	Review Topic 6	- Fluency Practice p. 237 - Vocabulary Review p. 238 - Topic 6 Assessment Practice p. 243-246	1 Day
MD and OA Standards	Assess all learning objectives for Topic 6.	Topic 6 Assessment	Topic 6 Assessment	1 Day
3.MD.B.3 3.OA.A.3 3.OA.D.8	Use graphs to compare and interpret data.	7-1 Read Picture Graphs and Bar Graphs p. 253-256	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.MD.B.3 3.OA.A.3	Use frequency tables and picture graphs to compare and interpret data.	7-2 Make Picture Graphs p. 257-260		1 Day
3.MD.B.3 3.OA.A.3	Use scaled bar graphs to represent data sets.	7-3 Make Bar Graphs p. 261-264		1 Day
3.MD.B.3 3.OA.A.3 3.OA.D.8	Use graphs to solve problems.	7-4 Solve Word Problems Using Information in Graphs p. 265-268		1 Day
3.MD.B.3 3.OA.A.3	Use words, symbols, and numbers to accurately and precisely solve math problems.	7-5 Problem Solving: Precision p. 269-272		1 Day

			3 Act Math (any time after Lesson 7-5)	
MD and OA Standards	Review all learning objectives for Topic 7.	Review Topic 7	- Fluency Practice p. 273 - Vocabulary Review p. 274 - Topic 7 Assessment Practice p. 279-282	1 Day
MD and OA Standards	Assess all learning objectives for Topic 7.	Topic 7 Assessment	Topic 7 Assessment	1 Day
3.NBT.A.2 3.OA.D.8	Solve real-world problems using properties of addition.	8-1 Addition Properties p. 289-292	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.OA.D.9 3.NBT.A.2	Identify patterns in the addition table and explain them using algebraic thinking.	8-2 Algebra: Addition Patterns p. 293-296		1 Day
3.NBT.A.2 3.OA.C.7 3.OA.D.8	Use mental math to add.	8-3 Mental Math: Addition p. 297-300		1 Day
3.NBT.A.2 3.OA.D.8	Use mental math to subtract.	8-4 Mental Math: Subtraction p. 301-304		1 Day
3.NBT.A.1 3.OA.D.8	Use place value and a number line to round numbers.	8-5 Round Whole Numbers p. 305-308		1 Day
3.NBT.A.2 3.NBT.A.1 3.MD.A.2	Use rounding or compatible numbers to estimate a sum.	8-6 Estimate Sums p. 309-312		1 Day
3.NBT.A.2 3.OA.C.7 3.OA.D.8	Use rounding or compatible numbers to estimate a difference.	8-7 Estimate Differences p. 313-316		1 Day
3.NBT.A.2 3.OA.D.8	Solve one-step and multi-step problems by modeling with math.	8-8 Problem Solving: Model with Math p. 317-320		1 Day
NBT, OA, and MD Standards	Review all learning objectives for Topic 8.	Review Topic 8	- Fluency Practice p. 321 - Vocabulary Review p. 322 - Topic 8 Assessment	1 Day

			Practice p. 327-330	
NBT, OA, and MD Standards	Assess all learning objectives for Topic 8.	Topic 8 Assessment	Topic 8 Assessment	1 Day
3.NBT.A.2 3.OA.D.8	Add two 3-digit numbers by breaking apart problems into simpler problems.	9-1 Use Partial Sums to Add p. 337-340	• Daily Review • Today's Challenge • Online Quick Checks • Online Math Games • Standards Practice Workbook Pages • 3 Act Math (any time after Lesson 9-3)	1 Day
3.NBT.A.2 3.OA.D.8	Use regrouping to add 3-digit numbers.	9-2 Use Regrouping to Add p. 341-344		1 Day
3.NBT.A.2 3.OA.C.7 3.OA.D.8	Add three or more numbers using addition strategies.	9-3 Add 3 or More Numbers p. 345-348		1 Day
3.NBT.A.2 3.OA.C.7 3.OA.D.8	Subtract multi-digit numbers using the expanded algorithm.	9-4 Use Partial Differences to Subtract p. 349-352		1 Day
3.NBT.A.2 3.OA.D.8	Use regrouping to subtract 3-digit numbers.	9-5 Use Regrouping to Subtract p. 353-356		1 Day
3.NBT.A.2 3.OA.D.8	Use strategies to add 3-digit numbers and subtract a 3-digit number from another 3-digit number with one or more zeros.	9-6 Use Strategies to Add and Subtract p. 357-360		1 Day
3.NBT.A.2 3.OA.D.8	Use addition and subtraction to justify a conjecture.	9-7 Problem Solving: Construct Arguments p. 361-364		1 Day
NBT and OA Standards	Review all learning objectives for Topic 9.	Review Topic 9	• Fluency Practice p. 365 • Vocabulary Review p. 366 • Topic 8 Assessment Practice p. 371-374	1 Day
NBT and OA Standards	Assess all learning objectives for Topic 9.	Topic 9 Assessment	Topic 9 Assessment	1 Day

3rd Quarter

Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
3.NBT.A.3 3.OA.D.8	Use patterns to find products when one factor is a multiple of 10.	10-1 Use Patterns to Multiply p. 381-384	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.NBT.A.3 3.OA.A.3	Use different strategies to find products when one factor is a multiple of 10.	10-2 Use Mental Math to Multiply p. 385-388		1 Day
3.NBT.A.3 3.OA.B.5	Use the properties of multiplication to find products when one factor is a multiple of 10.	10-3 Use Properties of Multiplication p. 389-392		1 Day
3.NBT.A.3 3.OA.D.9	Use the structure of multiplication and place value to find products when one factor is a multiple of 10.	10-4 Problem Solving: Look For and Use Structure p. 393-396		1 Day
NBT and OA Standards	Review all learning objectives for Topic 10.	Review Topic 10	- Fluency Practice p. 397 - Vocabulary Review p. 398 - Topic 8 Assessment Practice p. 401-402	1 Day
NBT and OA Standards	Assess all learning objectives for Topic 10.	Topic 10 Assessment	Topic 10 Assessment	1 Day
3.OA.D.8 3.NBT.A.2	Draw diagrams and write equations to solve two-step problems involving addition and subtraction of whole numbers.	11-1 Solve 2-Step Word Problems: Addition and Subtraction p. 409-412	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages 3 Act Math (any time after Lesson 11-3)	1 Day
3.OA.D.8 3.OA.C.7	Draw diagrams and write equations to solve two-step problems involving multiplication and division of whole numbers.	11-2 Solve 2-Step Word Problems: Multiplication and Division 413-416		1 Day
3.OA.D.8 3.OA.C.7 3.NBT.A.2 3.MD.B.3	Examine relationships between quantities in a two-step word problem by writing equations. Choose and apply the operations needed to find the answer.	11-3 Solve 2-Step Word Problems: All Operations p. 417-420		1 Day
3.OA.D.8 3.OA.C.7 3.NBT.A.2	Critique the reasoning of others by asking questions, identifying mistakes, and providing suggestions for improvement.	11-4 Problem Solving: Critique Reasoning p. 421-424		1 Day

NBT, OA, and MD Standards	Review all learning objectives for Topic 11.	Review Topic 11	- Fluency Practice p. 425 - Vocabulary Review p. 426 - Topic 8 Assessment Practice p. 429-430	1 Day
NBT, OA, and MD Standards	Assess all learning objectives for Topic 11.	Topic 11 Assessment	Topic 11 Assessment	1 Day
3.G.A.2 3.NF.A.1	Understand how to read and write unit fractions for equal-sized parts of a region.	12-1 Partition Regions into Equal Parts p. 437-440	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.NF.A.1 3.G.A.2	Use a fraction to represent multiple copies of a unit fraction.	12-2 Fractions and Regions p. 441-444		1 Day
3.G.A.2	Represent equal parts with different shapes.	TN-3 Equal Parts, Different Shapes p. T21-T24		1 Day
3.NF.A.3c 3.NF.A.1	Determine and draw the whole (unit) given one part (unit fraction).	12-3 Understand the Whole p. 445-448		1 Day
3.NF.A.2a 3.NF.A.2b	Represent fractions less than 1 on a number line.	12-4 Number Line: Fractions Less Than 1 p. 449-452		1 Day
3.NF.A.2b 3.NF.A.2a	Represent fractions greater than 1 on a number line.	12-5 Number Line: Fractions Greater Than 1 p. 453-456		1 Day
3.MD.B.4 3.NF.A.2a 3.NF.A.2b	Measure length to the nearest half inch and show the data on a line plot.	12-6 Line Plots and Length p. 457-460		1 Day
3.MD.B.4 3.NF.A.2a 3.NF.A.2b	Measure length to the nearest fourth inch and show the data on a line plot.	12-7 More Line Plots and Length p. 461-464		1 Day
3.NF.A.1	Determine when a problem has either extra or missing information.	12-8 Problem Solving: Make Sense and Persevere p. 465-468		1 Day
NF, G, and MD Standards	Review all learning objectives for Topic 12.	Review Topic 12	- Fluency Practice p. 469 - Vocabulary Review p. 470 - Topic 8 Assessment	1 Day

			Practice p. 475-478	
NF, G, and MD Standards	Assess all learning objectives for Topic 12.	Topic 12 Assessment	Topic 12 Assessment	1 Day
3.NF.A.3b 3.NF.A.3a	Find equivalent fractions that name the same part of the whole.	13-1 Equivalent Fractions: Use Models p. 485-488	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages 3 Act Math (any time after Lesson 13-7)	1 Day
3.NF.A.3a 3.NF.A.3b	Represent equivalent fractions on the number line.	13-2 Equivalent Fractions: Use the Number Line p. 489-492		1 Day
3.NF.A.3d	Use models such as fraction strips to compare fractions that refer to the same whole and have the same denominator.	13-3 Use Models to Compare Fractions: Same Denominator p. 493-496		1 Day
3.NF.A.3d	Use models such as fractions strips to compare fractions that refer to the whole and have the same numerator.	13-4 Use Models to Compare Fractions: Same Numerator p. 497-500		1 Day
3.NF.A.3d	Use benchmark numbers to compare fractions.	13-5 Compare Fractions: Use Benchmarks p. 501-504		1 Day
3.NF.A.3a	Use the number line to compare fractions.	13-6 Compare Fractions: Use the Number Line p. 505-508		1 Day
3.NF.A.3c 3.NF.A.3a	Use fraction names to represent whole numbers.	13-7 Whole Numbers and Fractions p. 509-512		1 Day
3.NF.A.3d 3.NF.A.3b	Construct math arguments using fractions.	13-8 Problem Solving: Construct Arguments p. 513-516		1 Day
NF Standards	Review all learning objectives from Topic 13	Review Topic 13	- Fluency Practice p. 517 - Vocabulary Review p. 518 - Topic 8 Assessment Practice p. 523-526	1 Day
NF Standards	Assess all learning objectives from Topic 13	Topic 13 Assessment	Topic 13 Assessment	1 Day
3.MD.A.1a	Show and tell time to the nearest minute using analog and digital clocks.	14-1 Time to the Minute p. 533-536	Daily Review	1 Day

3.MD.A.1a	Tell and write time to the nearest minute and measure time intervals in minutes.	14-2 Units of Time: Measure Elapsed Time p. 537-540	• Today's Challenge • Online Quick Checks • Online Math Games • Standards Practice Workbook Pages	1 Day
3.MD.A.1a 3.NBT.A.2	Solve word problems involving addition and subtraction to measure quantities of time.	14-3 Units of Time: Solve Word Problems p. 541-544		1 Day
3.MD.A.2	Use standard units to estimate liquid volume.	14-4 Estimate Liquid Volume p. 545-548		1 Day
3.MD.A.2	Use standard units to measure liquid volume.	14-5 Measure Liquid Volume p. 549-552		1 Day
3.MD.A.2	Determine liquid volume in metric units.	TN-4 Liquid Volume: Liters and Milliliters p. T29-T32		1 Day
3.MD.A.2	Use standard units to estimate the masses of solid objects.	14-6 Estimate Mass p. 553-556		1 Day
3.MD.A.2	Use a pan balance with metric weights to measure the mass of objects in grams and kilograms.	14-7 Measure Mass p. 557-560		1 Day
3.MD.A.2 3.OA.A.3 3.OA.C.7	Use pictures to help solve problems about mass and volume.	14-8 Solve Word Problems Involving Mass and Liquid Volume p. 561-564		1 Day
3.MD.A.2	Using benchmarks, estimate measures of mass and liquid volume.	TN-5 Benchmark Estimates of Mass and Liquid Volume p. T35-T38		1 Day
3.MD.A.1a	Make sense of quantities and relationships in problems	14-9 Problem Solving: Reasoning p.565-568		1 Day
3.MD.A.1.b	Solve money problems involving the four operations with amounts less than \$1.	TN-6 Solve Problems Involving Coins p. T41-T44		1 Day

4th Quarter

Standard(s)	Learning Objective(s)	Savvas Alignment	Assessments	Timeframe
3.MD.A.1.b	Solve money problems involving the four operations with whole-number amounts to \$1,000.	TN-7 Solve Problems Involving Amounts to \$1,000 p. T47-T50	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
Measurement and Data Standards	Review all learning objectives for Topic 14	Review Topic 14	- Fluency Practice p. 569 - Vocabulary Review p. 570 - Topic 14 Assessment Practice p. 575-578	1 Day
Measurement and Data Standards	Assess all learning objectives for Topic 14	Topic 14 Assessment	Topic 14 Assessment	1 Day
3.G.A.1 3.NF.A.1 3.G.A.2	Identify quadrilaterals and use attributes to describe them	15-1 Describe Quadrilaterals p.585-588	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.G.A.1 3.NF.A.1 3.G.A.2	Classify shapes according to their attributes	15-2 Classify Shapes p.589-592		1 Day
3.G.A.1 3.MD.C.5b	Analyze and compare quadrilaterals and group them by their attributes	15-3 Analyze and Compare Quadrilaterals p.593-596		1 Day
3.G.A.1 3.OA.A.3 3.MD.C.7b	Solve math problems precisely, efficiently, and accurately using appropriate tools and mathematics vocabulary	15-4 Problem Solving: Precision p.597-600		1 Day
3.G.A.3	Determine if a figure is a polygon	TN-8 Polygons and Non-Polygons p. T55- T58		1 Day

Geometry Standards	Review all learning objectives in Topic 15	Review Topic 15	- Fluency Practice p. 601 - Vocabulary Review p. 602 - Topic 15 Assessment Practice p. 605-606	1 Day
Geometry Standards	Assess all learning objectives in Topic 15	Topic 15 Assessment	Topic 15 Assessment	1 Day
3.MD.D.8	Find the perimeter of different polygons	16-1 Understand Perimeter p.613-616	- Daily Review - Today's Challenge - Online Quick Checks - Online Math Games - Standards Practice Workbook Pages	1 Day
3.MD.D.8 3.OA.A.3 3.OA.C.7	Find the perimeter of different polygons with common shapes	16-2 Perimeter of Common Shapes p.617-620		1 Day
3.MD.D.8 3.OA.D.8 3.NBT.A.2	Use the given sides of a polygon and the known perimeter to find the unknown side length	16-3 Perimeter and Unknown Side Lengths p.621-624		1 Day
3.MD.D.8 3.OA.A.3 3.OA.C.7 3.MD.C.7b	Understand the relationship of shapes with the same perimeter and different areas	16-4 Same Perimeter, Different Area p.625-628		1 Day
3.MD.D.8 3.OA.A.3 3.OA.C.7 3.MD.C.7b	Understand the relationship of shapes with the same area and different perimeters	16-5 Same Area, Different Perimeter p.629-632		1 Day
3.MD.D.8	Understand the relationship between numbers to simplify and solve problems involving perimeter	16-6 Problem Solving: Reasoning p.633-636		1 Day
Measurement and Data Standards	Review all learning objectives for Topic 16	Review Topic 16	- Fluency Practice p. 637 - Vocabulary Review p. 638 - Topic 16 Assessment Practice p. 641-642	1 Day
Measurement and Data Standards	Assess all learning objectives for Topic 16	Topic 16 Assessment	Topic 16 Assessment	1 Day

Review of all standards	Review all learning objectives for Topics 1-16	Project Based Learning Activities	• Topic STEM Activities • Topic Performance Tasks • Pick-A-Project • 3 Act Math	
4th Quarter – Post TCAP				
	Recognize the relationship between adjacent digits in a multi-digit number	17-1 Place Value Relationships	Step Up pages 1-4	1 Day
	Multiply multiples of 10, 100, and 1,000 using mental math and place-value strategies	17-2 Multiply by Multiples	Step Up pages 5-8	1 Day
	Use mental-math strategies to multiply 2-digit multiples of 10 by 2-digit multiples of 10	17-3 Multiply Multiples of 10	Step Up pages 9-12	1 Day
	Use models and properties to multiply 2-digit numbers by multiples of 10	17-4 Use Models to Multiply 2-Digit Numbers by Multiples of 10	Step Up pages 13-16	1 Day
	Solve division problems and interpret remainders	17-5 Interpret Remainders	Step Up pages 17-20	1 Day
	Use fraction strips and number lines to add fractions	17-6 Model Addition of Fractions	Step Up Pages 21-24	1 Day
	Decompose a fraction or mixed number into a sum of fractions in more than one-way	17-7 Decompose Fractions	Step Up Pages 25-28	1 Day
	Recognize and draw lines, rays, and angles with different measures	17-8 Lines, Rays, and Angles	Step Up Pages 29-32	1 Day
	Find the measure of an angle that turns through a fraction of a circle	17-9 Understand Angles and Unit Angles	Step Up Pages 33-36	1 Day
	Draw and identify perpendicular, parallel, and intersecting lines	17-10 Lines	Step Up Pages 37-40	1 Day

Grade 3 Tennessee Standards

TENNESSEE MATHEMATICS STANDARDS

DOMAIN 3.OA: Operations and Algebraic Thinking

CLUSTER 3.OA.A Represent and solve problems involving multiplication and division.

3.OA.A.1 Interpret the factors and products in whole number multiplication equations (e.g., 4×7 is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches each with a total length of 28 inches).

3.OA.A.2 Interpret the dividend, divisor, and quotient in whole number division equations (e.g., $28 \div 7$ can be interpreted as 28 objects divided into 7 equal groups with 4 objects in each group or 28 objects divided so there are 7 objects in each of the 4 equal groups).

3.OA.A.3 Multiply and divide within 100 to solve contextual problems, with the unknowns in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times 7 = 24$, $6 \times 16 = ?$, $7 \div 8 = 3$, or $96 \div 6 = 7$).

3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$.

CLUSTER 3.OA.B Understand properties of multiplication and the relationship between multiplication and division.

3.OA.B.5 Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known (commutative property of multiplication). $3 \times 5 \times 2$ can be solved by $(3 \times 5) \times 2$ or $3 \times (5 \times 2)$ (associative property of multiplication). One way to find 8×7 is by using $8 \times (5 + 2) = (8 \times 5) + (8 \times 2)$. By knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, then $8 \times 7 = 40 + 16 = 56$ (distributive property of multiplication over addition).

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

CLUSTER 3.OA.C Multiply and divide within 100.

3.OA.C.7 Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one-digit numbers and related division facts.

CLUSTER 3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic.

3.OA.D.8 Solve two-step contextual 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.

3.OA.D.9 Identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because $4 \times 6 = (2 \times 2) \times 6 = 2 \times (2 \times 6)$, which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because $6 \times 7 = (5 + 1) \times 7 = (5 \times 7) + (1 \times 7)$, which uses the distributive property of multiplication over addition).

DOMAIN 3.NBT: Number and Operations in Base Ten

CLUSTER 3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.

3.NBT.A.1 Round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.

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.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.

3.NBT.A.4 Read and write multi-digit whole numbers (less than or equal to 100,000) using standard form, word form, and expanded form (e.g., 23,456 can be written as 20,000 + 3,000 + 400 + 50 + 6).

DOMAIN 3.NF: Number and Operations—Fractions

CLUSTER 3.NF.A Develop understanding of fractions as numbers.

3.NF.A.1 Understand a unit fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a non-unit fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. For example, $\frac{3}{4}$ represents a quantity formed by 3 parts of size $\frac{1}{4}$.

3.NF.A.2 Understand a fraction as a number on the number line. Represent fractions on a number line.

3.NF.A.2a Represent a fraction $\frac{a}{b}$ 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 $\frac{1}{b}$ and that the endpoint locates the number $\frac{a}{b}$ on the number line. For example, on a number line from 0 to 1, students can partition it into 4 equal parts and recognize that each part represents a length of $\frac{1}{4}$ and the first part has an endpoint at $\frac{1}{4}$ on the number line.

3.NF.A.2b Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off n lengths of $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line. For example, $\frac{3}{4}$ is the distance from 0 when there are 5 iterations of $\frac{1}{4}$.

3.NF.A.3 Explain equivalence of fractions and compare fractions by reasoning about their size.

3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.

3.NF.A.3b Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{1}{3} = \frac{2}{6}$) and explain why the fractions are equivalent using a visual fraction model.

3.NF.A.3c Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{3}{1} = 6$; locate $\frac{3}{1}$ and 1 at the same point on a number line diagram.

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. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.

DOMAIN 3.MD: Measurement and Data

CLUSTER 3.MD.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MD.A.1 Solve contextual problems in time and money.

3.MD.A.1a Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.

3.MD.A.1b Solve one-step contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the \$ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$1000 using the \$ symbol appropriately.

3.MD.A.2 Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml) and liters (l). Estimate the mass of objects and liquid volume using benchmarks. For example, a large paper clip is about one gram, so a box of about 100 large paper clips is about 100 grams.

CLUSTER 3.MD.B Represent and interpret data.

3.MD.B.3 Draw a pictograph 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 graphs.

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.

CLUSTER 3.MD.C Geometric measurement: understand and apply concepts of area and relate area to multiplication and to addition.

3.MD.C.5 Recognize that plane figures have an area and understand concepts of area measurement.

3.MD.C.5a Understand that 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.

3.MD.C.5b Understand that a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MD.C.6 Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).

3.MD.C.7 Relate areas of rectangles to the operations of multiplication and addition.

3.MD.C.7a 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.

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.

3.MD.C.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b ($a \times b$) is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. For example, in a rectangle with dimensions 4 by 6, students can decompose the rectangle into 4×3 and 4×3 to find the total area of 4×6 .

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.

CLUSTER 3.MD.D Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

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 exploring rectangles with the same perimeter and different areas or with the same area and different perimeters.

DOMAIN 3.G: Geometry

CLUSTER 3.G.A Reason about shapes and their attributes.

3.G.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and recognize examples of quadrilaterals that do not belong to any of these subcategories.

3.G.A.2 Partition shapes into parts with equal areas. Recognize that equal shares of identical wholes need not have the same shape. Express the area of each part as a unit fraction of the whole.

3.G.A.3 Determine if a figure is a polygon.