

Tri 1: Curriculum Map

Date	Indicator	Standard	Assessment
Week 1 Aug26	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.CA.2	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
Week 2 Sept 2	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA.2	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
Week 3 9/9/24	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA.2	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
Week 4 9/16/24	3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA.2	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
	3.CA.1	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
Week 5	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA.2	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment

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Date	Indicator	Standard	Assessment
9/25/24 REVIEW	3.CA.1	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
Week 6 9/30/24	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
	3.CA.2	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
	3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents	Savvas assessment
End of Grading Period			
Week 7 10/7/24	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
	3.CA.2	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
	3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents	Savvas assessment
Week 8 10/14/24 checkpoint		Checkpoint assess	
Week 9	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment

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Date	Indicator	Standard	Assessment
Week 9 Remediate 10/21/24	3.CA.2	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
	3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents	Savvas assessment
Week 10 remediate 10/28/24	3.NS1	Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	Savvas assessment
	3.NS.6	Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.	Savvas assessment
	3.CA1	Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)	Savvas assessment
	3.CA.2	Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.	Savvas assessment
	3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents	Savvas assessment
Week 11 Nov 4-Nov 8 GP ends		Reassess Checkpoint	
Week 12 11/11/24 Trimester 2			

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 12 Nov 11 Trimester 2	3CA3	Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication using objects or drawings. (E)	topic 3
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
Week 2 11/18/24	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3Ca4	Model the concept of division of whole numbers with the following models: partitioning, 6 2023 Indiana Academic Standards: Grade 3 Mathematics sharing, and an inverse of	topic 4
Week 3 11/25/24	3CA5	Multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. (E)	topic 4
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
Week 4 12/2/24	3CA7	Solve real-world problems involving whole number multiplication and division within 100 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). (E)	Topic 5
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
Week 5 12/9/24 IReady Diagnostic	3CA3	Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication using objects or drawings. (E)	
	3CA4	Model the concept of division of whole numbers with the following models: partitioning, 6 2023 Indiana Academic Standards: Grade 3 Mathematics sharing, and an inverse of	
	3CA5	Multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. (E)	
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3CA7	Solve real-world problems involving whole number multiplication and division within 100 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). (E)	
	3CA8	Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table).	

Tri 2: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6 12/16/24	3NS2	Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] (E)	Topic 12
	3NS3		
	3nS4		
	3NS5		
	3.G.3		
End of Grading Period			
Week 7 1/6/25	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3CA8	Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table).	topic 12
	3Ca7	Solve real-world problems involving whole number multiplication and division within 100 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).	
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3NS3	Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. (E)	
Week 8 1/13/25 Checkpoint 2	3.NS2	Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] (E)	
	Review/ remediation	Review/ remediation	
Week 9 1/20/25	3NS4	Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. Use this principle to generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$).	topic 13
	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3NS5	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model). (E)	
Week 10 1/26/25	3CA6	Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.	
	3M1	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step, real-world problems involving masses or volumes that are given in the same units or obtained through investigation. (E)	
	3M2	3.M.2 Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	
	3M3	Tell 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). (E)	Topic 14 lessons 1-3

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Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 1 3/3/25 IREAD	3.NS.4	Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. Use this principle to generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$).	
	3.NS.5	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model). (E)	
Week 2 3/10/25	3.M.3	Tell 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). (E)	
Week 3 3/17/25	3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. (E)	
Week 4 3/24/25	3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. (E)	
Week 5 4/7/25	3.M.6	Find perimeters of polygons given the side lengths or given an unknown side length.	
		Find perimeters of polygons given the side lengths or given an unknown side length.	

Tri 3: Curriculum Map

Weeks	Indicator	Standard	Assessment
Week 6 4/14/25 iLearn test			
3.DA.1			
Week 7 4/21/25	3.G.1	Define, identify, and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals.	
	3.G.2	Identify, describe, and draw points, lines, and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	
Week 8		Review all previous skills	
Week 9		Review all previous skills	
Week 10		Review all previous skills	
Week 11		Review all previous skills	

Tri 3: Curriculum Map			
Weeks	Indicator	Standard	Assessment
Week 12		Review all previous skills	