Grade 3 Assessment Map

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	Bridges Unit 1	September NC	Bridges Unit 2	October NC	Bridges Unit 3	Bridges Unit 4	January NC	Bridges Unit 5	Bridges Unit 6	March NC	Bridges Unit 7	Bridges Unit 8	May NC	CGA
2.OA.1 Use addition and subtraction within 100 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	M1, S3 Unit 1 Pre-Assessment M2, S3 Addition & Subtraction Checkpoint M4, S6 Unit 1 Post-Assessment	●												
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two 1-digit numbers.	M1, S3 Unit 1 Pre-Assessment M2, S3 Addition & Subtraction Checkpoint M4, S6 Unit 1 Post-Assessment	●												
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.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	M1, S3 Unit 1 Pre-Assessment M4, S6 Unit 1 Post-Assessment													
2.NBT.6 Add up to four 2-digit numbers using strategies based on place value and properties of operations.	M4, S6 Unit 1 Post-Assessment													
2.NBT.7 Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting 3-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		●												
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations		●												
2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.		●												
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.		●												
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.		●												

NC – Number Corner, **M#** – Module number, **S#** – Session number, **CGA** – Comprehensive Growth Assessment

Green indicates Bridges unit or Number Corner month in which a skill is targeted for mastery.

Yellow indicates review and extension of a Grade 2 skill.