RCS 3rd Grade Curriculum Map for 2021-2022 School Year

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: Major Clusters

Supporting Clusters

Additional Clusters

Timeline	Standard	Resources	Prerequisite Standard
August/September	M.3.10 Use place value understanding to round whole numbers to the nearest 10 or 100.	Page 14 Educator's Guide GoMath lessons 11A–11B, 11–14, 17A–17B, 17–20, 49A–49B, 49–52 WVGSA Blueprint 6-9 questions (3.10-3.12) i-Ready Unit 2 L8	
August/September	M.3.11 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.	Page 14, 15, 34 & 35 Educator's Guide GoMath lessons 23A–23B, 23–26, 29A–29B, 29–32, 35A–35B, 35–38, 41A–41B, 41–44, 55A–55B, 55–58, 61A–61B, 61–64, 67A–67B,	

		67–70, 93A–93B, 93–96, 99A–99B, 99–102, 107A–107B, 107–110, 113A–113B, 113–116, 125A–125B, 125–128 WVGSA Blueprint 6-9 questions (3.10-3.12) i-Ready Unit 2 L9	
August/September	M.3.12 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.	Page 14 & 15 Educator's Guide GoMath lessons 5.3, 5.4, 5.5 WVGSA Blueprint 6-9 questions (3.10-3.12) i-Ready Unit 2 L10	GoMath Gd. 2 lessons 1.1, 1.2
September/November	M.3.16 Tell and write time to the nearest minute, 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).	Page 24 & 34 Educator's Guide GoMath lessons 561A–561B, 561–564, 567A–567B, 567–570, 573A–573B, 573–576, 579A–579B, 579–582, 585A–585B, 585–588	

		WVGSA Blueprint 0-3 questions (3.16-3.17)	
		I-Ready Unit 5 L20	
September/November	M.3.17 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg) and liters (l). Add, subtract, multiply or divide to solve onestep word problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale) to represent the problem. Instructional Note: Exclude compound units such as cm3 and finding the geometric volume of a container	Page 24 & 25 Educator's Guide GoMath lessons 599A–599B, 599–602, 605A–605B, 605–608, 611A–611B, 611–614 WVGSA Blueprint 0-3 questions (3.16-3.17) i-Ready Unit 5 L22	
September/November	M.3.18 Draw a scaled picture graph 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 scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets).	Page 25 Educator's Guide GoMath lessons 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 WVGSA Blueprint 0-3 questions (3.18-3.19) i-Ready Unit 5 L24 IMA Math G3 Measurement,	GoMath Gd. 2 lessons 8.9
		Data and Geometry A	

September/November	M.3.19 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.	Page 25 & 26 Educator's Guide GoMath lessons 125A–125B, 125–128, 593A–593B, 593–596 WVGSA Blueprint 0-3 questions (3.18-3.19) i-Ready Unit 5 L26	
September/November	M.3.20 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. 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. b. A plane figure which can be covered without gaps or overlaps by b unit squares is said to have an area of b square units.	Page 27, 30, 33 & 34 Educator's Guide GoMath lessons- 643A–643B, 643–646, 649A–649B, 649–652 WVGSA Blueprint 0-2 questions (3.20-3.22) i-Ready Unit 5 L27	
September/November	M.3.21 Measure areas by counting unit squares (square cm, square m, square in, square ft. and improvised units).	Page 27 & 30 Educator's Guide GoMath lessons 649A–649B, 649–652 See Also:	

		643A–643B, 643–646, 655A–655B, 655–658 WVGSA Blueprint 0-2 questions (3.20-3.22) i-Ready Unit 5 L27	
September/November	M.3.22 Relate area to the operations of multiplication and addition. a. 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. b. 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. c. Use tiling to show in a concrete case that the area of a rectangle with wholenumber side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive and find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real world problem	Page 9, 27 28, 30 & 34 Educator's Guide GoMath lessons 11.7 WVGSA Blueprint 0-2 questions (3.20-3.22) i-Ready Unit 5 L28-29 IMA Math G3 Measurement, Data and Geometry A, B	GoMath Gd. 2 11.7

October/November	M.3.23 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	Page 30 Educator's Guide GoMath lessons 625A–625B, 625–628, 631A–631B, 631–634, 637A–637B, 637–640, 675A–675B, 675–678, 681A–681B, 681–684 WVGSA Blueprint 0-2 questions (3.22) i-Ready Unit 5 L30	
December/January	M.3.24 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Page 31 & 32 Educator's Guide GoMath lessons 697A–697B, 697–700, 703A–703B, 703–706, 709A–709B, 709–712, 715A–715B, 715–718, 723A–723B, 723–726, 729A–729B, 729–732, 735A–735B, 735–738, 741A–741B, 741–744 WVGSA Blueprint 0-3 questions (3.24-3.25) i-Ready Unit 6 L31-32	

December/January	M.3.25 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as ¼ or the area of the shape	Page 32 & 33 Educator's Guide GoMath lesson 12.9 WVGSA Blueprint 0-3 questions (3.24-3.25) i-Ready Unit 6 L33	GoMath Gd. 2 11.7
January/March	M.3.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe context in which a total number of objects can be expressed as 5 × 7).	Page 6 & 7 Educator's Guide GoMath lessons 139A–139B, 139–142, 145A–145B, 145–148 WVGSA Blueprint 0-5 questions (3.1-3.4)	
January/March	M.3.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8).	Page 6 & 7 Educator's Guide GoMath lessons 307A–307B, 307–310, 313A–313B, 313–316, 319A–319B, 319–322 WVGSA Blueprint 0-5 questions (3.1-3.4) i-Ready Unit 1 L4	

January/March	M.3.3 Use multiplication and division within 100 to solve word problems 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).	Page 6, 7 & 26 Educator's Guide GoMath lessons 151A–151B, 151–154, 165A–165B, 165–168, 191A–191B, 191–194, 197A–197B, 197–200, 203A–203B, 203–206, 301A–301B, 301–304, 325A–325B, 325–328, 333A–333B, 333–336, 365A–365B, 365–368, 377A–377B, 377–380, 409A–409B, 409–412 WVGSA Blueprint 0-5 questions (3.1-3.4) i-Ready Unit 3 L11 GoMath lessons 3.3, 3.5, 4.1, 4.2, 4.3, 6.1, 6.5, 6.6, 7.1, 7.3, 7.8 Math G3 Operations and Algebraic Thinking A, D	GoMath Gd. 2 3.9, 4.10, 5.10, 5.11
January/March	M.3.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, 6×6 =?).	Page 6, 9 & 34 Educator's Guide GoMath lessons 267A–267B, 267–270, 409A–409B, 409–412	GoMath Gd. 2 1.1, 1.2

		WVGSA Blueprint 0-5 questions (3.1-3.4) i-Ready Unit 1 L6 GoMath lessons 5.2, 7.8	
January/March	M.3.5 Apply properties of operations as strategies to multiply and divide (e.g., 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 found by 3 \times 5 = 15, then 15 \times 2 = 30, or by 5 \times 2 = 10, then 3 \times 10 = 30: Associative Property of Multiplication. Knowing that 8 \times 5 = 40 and 8 \times 2 = 16, one can find 8 \times 7 as 8 \times (5 $+$ 2) = (8 \times 5) $+$ (8 \times 2) = 40 $+$ 16 = 56: Distributive Property. Instructional Note: Students need not use formal terms for these properties.	Page 9 & 10 Educator's Guide GoMath lessons 3.6, 3.7, 4.4, 4.6, 6.9 WVGSA Blueprint 0-4 questions (3.5-3.6) i-Ready Unit 1 L3 Math G3 Operations and Algebraic Thinking B, C	GoMath Gd. 2 lessons 3.2, 3.4, 3.6, 3.10, 3.11, 4.9, 4.10, 5.9, 5.10, 5.11
January/March	M.3.6 Understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8)	Page 9, 10 & 34 Educator's Guide GoMath lessons 339A–339B, 339–342 WVGSA Blueprint 0-4 questions (3.5-3.6) i-Ready Unit 1 L5	

January/March	M.3.7 Learn multiplication tables (facts) with speed and memory in order to fluently 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 that $40 \div 5 = 8$) or properties of operations by the end of Grade 3.	Page 11, 12 &34 Educator's Guide GoMath lessons 4.5,4.8, 4.9, 6.8, 7.2, 7.4, 7.5, 7.6, 7.7, 7.9 WVGSA Blueprint 0-2 questions (3.7) i-Ready Unit 1 L6	GoMath Gd. 2 lessons 1.8, 1.9, 3.10, 3.11
January/March	M.3.8 Solve two-step word 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.	Page 12 , 13, & 34 Educator's Guide GoMath lessons 1.12, 2.1, 2.6, 3.4, 4.10, 7.10, 7.11 WVGSA Blueprint 0-4	GoMath Gd. 2 lessons 3.10, 3.12, 4.9, 4.10, 5.9, 5.10, 5.11, 8.9
	Instructional Note: This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	i-Ready Unit 3 L13 IMA Math G3 Number and Operations Base 10 A,B,	
January/March	M.3.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain those using properties of operations (e.g., observe that 4 times a number is always even and explain why 4 times a number	Page 13, 14, 30 & 34 Educator's Guide GoMath lessons 5A–5B, 5–8, 229A–229B, 229–232, 247A–247B, 247–250, 261A–261B, 261–264	

	can be decomposed into two equal addends)	WVGSA Blueprint 0-4 questions (3.8-3.9) i-Ready Unit 1 L7	
April/May	M.3.13 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. Instructional Note: Fractions in this standard are limited to denominators of 2, 3, 4, 6, and 8.	Page 16, 17, 22 & 34 Educator's Guide GoMath lessons 443A–443B, 443–446, 449A–449B, 449–452, 455A–455B, 455–458, 461A–461B, 461–464, 481A–481B, 481–484, 487A–487B, 487–490, 493A–493B, 493–496 WVGSA Blueprint 6-9 questions (3.13-3.15) i-Ready Unit 4 L14	
April/May	M.3.14 Understand a fraction as a number on the number line and represent fractions on a number line diagram. a. Represent a fraction 1/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 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number	Page 16, 17, 19.22 & 34 Educator's Guide GoMath lessons 8.5 WVGSA Blueprint 6-9 questions (3.13-3.15) i-Ready Unit 4 L15	GoMath Gd. 2 lesson 8.5, 9.4

	line. (e.g., Given that b parts is 4 parts,	IMA Math G3 Number and	
	then 1/b represents 1/4. Students	Operations Fractions A.B.C	
	partition the number line into fourths and		
	locate 1/4 on the number line.) b.		
	Represent a fraction a/b on a number line		
	diagram by marking off a lengths 1/b		
	from 0. Recognize that the resulting		
	interval has size a/b and that its endpoint		
	locates the number a/b on the number		
	line. (e.g., Given that a/b represents 3/4		
	or 6/4, students partition the number line		
	into fourths and represent these fractions		
	accurately on the same number line;		
	students extend the number line to		
	include the number of wholes required		
	for the given fractions.) Instructional		
	Note: Fractions in this standard are		
	limited to denominators of 2, 3, 4, 6, and		
	8.		
April/May	M.3.15 Explain equivalence of fractions	Page 19, 23 & 34 Educator's	
	in special cases and compare fractions by	Guide	
	reasoning about their size. a. Understand		
	two fractions as equivalent (equal) if they	GoMath lessons 539A–539B,	
	are the same size or the same point on a	539–542, 545A–545B,	
	number line. b. Recognize and generate	545-548, 475A-475B,	
	simple equivalent fractions (e.g., 1/2 =	4/5-4/8, 50/A-50/B,	
	2/4, 4/6 = 2/3). Explain why the fractions	507-510, 513A-513B,	
	are equivalent (e.g., by using a visual	513-516, 519A-519B,	
	fraction model). c. Express whole	515-520 522A 522B,	
	numbers as fractions, and recognize	JZJ-JZO, JJJA-JJJD, 522_526	
	fractions that are equivalent to whole	000-000	
	numbers. (e.g., Express 3 in the form 3 =	W/VGSA Blueprint 6-9	
	3/1; recognize that $6/1 = 6$; locate $4/4$	(12, 32, 32, 32, 32, 32, 32, 32, 32, 32, 3	
	and 1 at the same point of a number line	questions (5.15-5.15)	

diagram.) d. Compare two fractions with		
the same numerator or the same	i-Ready Unit 4 L16-19	
denominator by reasoning about their		
size. Recognize that comparisons are valid		
only when the two fractions refer to the		
same whole. Record the results of		
comparisons with the symbols >, = or <		
and justify the conclusions (e.g., by using		
a visual fraction model). Instructional		
Note: Fractions in this standard are		
limited to denominators of 2, 3, 4, 6, and		
8.		

Links

WVDE Educator's Guide- https://wvde.us/wp-content/uploads/2020/08/20852_Grade4-EducatorGuide-v3-1.pdf

The standards listed below are not on the priority standards above but are tested on the WVGSA.

3.23 (0-2 questions)

3.16-3.17 (0-3 questions)