Prioritizing Standards

3rd Grade

Date: August 25, 2020

Standard:	Unit:	Essential Skills:	Assessment:
		What do students absolutely need for the	
		next grade level?	
 <u>3.OA.7</u> Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 	Mod 1	Multiply And Divide Within 100.	G.1 Multiplication tables for 2,3,4,5 and 10. K.1 <u>Division facts for 2, 3, 4, 5, and 10</u>
 <u>3.NBT.1</u> Use place value understanding to round whole numbers to the nearest 10 or 100. 	Mod 2	Round whole numbers to the nearest 10 or 100.	P.Estimation and rounding C.1Addition
• <u>3.NBT.2</u> Fluently add and subtract within 1000 using strategies and algorithms		Fluently add and subtract within 1000.	

based on place value, properties of operations,		

and/or the relationship between addition and subtraction.			
 <u>3.MD.1</u> Solve Problems Involving Measurement And Estimation Of Intervals Of Time, Liquid Volumes, And Masses Of Objects. 		Tell and write time to the nearest minute.	T.3 Time
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8×5 = 40, one knows $40 \div 5$ = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	Mod 3	Multiply and divide within 100	G.5Multiplication fluency

<u>3.MD.7.b</u> 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.	Mod 4	Find the area of a rectangle using multiplication.	DD. 10 Geometric measurement
• <u>3.NF.1</u> Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal	Mod 5	Identify fractions	V. 11 Understand fractions
parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. <u>3.NF.2</u> Understand a			V.16 Understand fractions
 fraction as a number on the number line; represent fractions on a number line diagram. 3.NF.3 Recognize and 		Identify fractions on a number line	W.6 Equivalent fractions
generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.		Identify equivalent fractions	

3.MD.3 Draw a scaled	Mod 6	Analyze bar graphs and picture graphs	
 picture graph and a 			11.6 Data graphs and
scaled bar graph to			0.0 Data, graphs, and
represent a data set			probability
with several categories.			
Solve one- and two-step			
"how many more" and			U.12 Data, graphs, and
"how many less"			probability
problems using			
information presented in			
scaled bar graphs. For			
example, draw a bar			
graph in which each			U.14 Data, graphs, and
square in the bar graph			probability
might represent 5 pets.			probability