2017-2018

3rd Grade MCCRS Curriculum Map

First Nine Weeks

Unit 1: Operations and Algebraic Thinking

- 3.OA.7 (fluency)
- 3.OA.1
- 3.OA.3 (multiplication)
- 3.OA.4 (multiplication)
- 3.OA.5
- 3.OA.9

Unit 2: Number and Base Ten

- 3.NBT.3

Unit 3: Fractions

- 3.NF.1

Unit 4: Geometry

- 3.G.2

Unit 3: Fractions (revisited)

- 3.NF.2
  - 3.NF.2a
  - 3.NF.2b
- 3.NF.3
  - 3.NF.3a
  - 3.NF.3b
  - 3.NF.3c
  - 3.NF.3d

Second Nine Weeks

Unit 1: Operations and Algebraic Thinking (revisited)

- 3.OA.7 (fluency)
- 3.OA.2
- 3.OA.3 (division)
- 3.OA.4 (division)
- 3.OA.6

Unit 2: Number and Base Ten

- 3.NBT.1
- 3.NBT.2

Unit 1: Operations and Algebraic Thinking (revisited)

- 3.OA.8

Unit 5: Measurement and Data

- 3.MD.2
- 3.MD.3

Third Nine Weeks

Unit 1: Operations and Algebraic Thinking (revisited)

- 3.OA.7 (fluency)

Unit 5: Measurement and Data (revisited)

- 3.MD.4
- 3.MD.8
- 3.MD.5
    - 3.MD.5a
    - 3.MD.5b
- 3.MD.6
- 3.MD.7
    - 3.MD.7a
    - 3.MD.7b
    - 3.MD.7c

    - 3.MD.7d
- 3.MD.1

Unit 4: Geometry (revisited)

- 3.G.1

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3rd Grade MCCRS Curriculum Map

First Nine Weeks

Unit 1: Operations and Algebraic Thinking

Module 1: Multiply and divide within 100.	
Standards	**Mathematical Practices**
3.OA.7 (fluency) ● 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 that 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide within 100. ● Recall from memory all products of two one-digit numbers.	● Multiply ● Divide ● Factor ● Product ● Quotient ● Unknown ● strategies

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.OA.7	Lesson 6	Lesson 6

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Module 2: Represent and solve problems involving multiplication and division.	
Standards	**Mathematical Practices**
3.OA.1 ● Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each For example, describe a context in which a total number of objects can be expressed as 5 × 7.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.OA.3 (multiplication) ● 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	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
3.OA.4 (multiplication) ● Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = o ÷ 3, 6 × 6 = ?	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Find products of whole numbers as the total number of objects in n groups of n objects each. ● Solve multiplication problems by using equal groups, arrays, area, and/or measurement quantities. ● Represent a multiplication situation as an equation.	● Factors ● Products ● Multiplication ● equal groups ● group size

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• Solve a variety of problem solving situations including the product, the group size, or the number of groups. • Represent a word problem using a picture, an equation with a symbol for the unknown number, or in other ways. • Solve real-life multiplication problems where the product is greater than 5. • Select the operation (multiplication) needed to determine the unknown whole number. • Solve to find the unknown whole number (factor, product) in a multiplication equation where products are greater than 5.	• Arrays • Equations • unknowns

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.OA.1 3.OA.3 3.OA.4	Lessons 1, 11, 7	Lessons 1, 11, 7

Module 3: Understand properties of multiplication and the relationship between multiplication and division

Standards	Mathematical Practices
3.OA.5 • Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 =24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 =30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary

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● Explain how the properties of operations work. ● Apply properties of operations as strategies to multiply and divide. ● Find products and quotients by using known facts.	● Multiply ● Divide ● Factor ● Product ● Quotient ● Unknown ● Strategies ● properties (rules about how numbers work)

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.OA.5	Lessons 2 and 3	Lessons 2 and 3

Module 4: Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
Standards	**Mathematical Practices**
3.OA.9 ● Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Identify arithmetic patterns (including patterns in the addition or multiplication tables). ● Explain rules for a pattern using properties of operations. ● Explain relationships between the numbers in a pattern	● Multiply ● Divide ● Factor ● Product ● Quotient

	• Subtract • Add • Addend • Sum • Different • Equation • Expression • Unknown • Strategies • Reasonableness • mental math • Estimation • Rounding • Patterns • properties (rules about how numbers work)

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.OA.9	Lesson 7	Lesson 7

Unit 2: Number and Base Ten

Module 1: Use place value understanding and properties of operations to perform multi-digit arithmetic.	
Standards	**Mathematical Practices**
3.NBT.3	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.**

● 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.	MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Multiply one-digit numbers by a multiple of 10 using various strategies. ● Recognize patterns in multiplying by multiples of 10.	● place value, ● Round ● Addition ● Addend ● Sum ● strategies ● Factor ● product

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.NBT.3	Lesson 10	Lesson 10

Unit 3: Fractions

Module 1: Develop understanding of fractions as numbers.	
Standards	**Mathematical Practices**
3.NF.1	MP.1. Make sense of problems and persevere in solving them.

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● 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.	**MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	**Essential Vocabulary**
● Represent a whole using unit fractions. ● Use the terms numerator for the number of relevant parts and denominator for the total number of parts in the whole. ● Use accumulated unit fractions to represent numbers equal to, less than, and greater than one (⅓ and ⅓ is ⅔ ; 1/3 , ⅓ and ⅓ and ⅓ and ⅓ is $\frac{4}{3}$.	● equal parts ● Fraction ● equal distance (intervals) ● equivalent fractions ● Reasonable ● Numerator ● Denominator ● Comparison ● Compare ● <, >, = ● Justify ● inequality

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**

3rd Grade MCCRS Curriculum Map

3.NF.1	Lesson 14	Lesson 14

Unit 4: Geometry

Module 1: Represent and solve problems involving multiplication and division.	
Standards	**Mathematical Practices**
3.G.2 ● 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 1/4 of the area of the shape.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Divide shapes into parts with equal areas. ● Represent the area of each part as a unit fraction.	● Properties ● Attributes ● Features ● Quadrilateral ● open figure ● closed figure ● vertex/vertices ● Triangle ● Circle ● Quadrilateral ● Rectangle ● Square ● Trapezoid ● Rhombus ● Kite

	● equal area

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.G.2	Lesson 33	Lesson 33

Unit 3: Fractions (revisited)

Module 2: Develop understanding of fractions as numbers.	
Standards	**Mathematical Practices**
3.NF.2a ● 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 line.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
3.NF.2b ● 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.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
3.NF.3a ● Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.**

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that comparisons are valid only when the two fractions refer to the same whole	MP.5. Use appropriate tools strategically. MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.NF.3b ● Recognize and 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.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision**. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.NF.3c ● Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.NF.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. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Divide a number line diagram into equal segments and label the appropriate fractional parts. ● Explain that the end of each equal part is represented by a fraction (1/the number of equal parts). ● Represent each equal part on a number line with a fraction.	● equal parts ● Fraction ● equal distance (intervals) ● equivalent fractions

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● Explain that the endpoint of each equal part represents the total number of parts. ● Represent different fractions as parts of a whole and compare the shaded or relevant parts. ● Compare fractions by reasoning about their size to determine equivalence. ● Model equivalent fractions using manipulatives, pictures, or number line diagrams and explain in words why the fractions are equivalent. ● Compare fractions by reasoning about their size to determine equivalence. ● Recognize and construct equivalent fractions using manipulatives, pictures, or number line diagrams and explain in words why the fractions are equivalent. ● Explain how a fraction relates to or is equivalent to a whole number. ● Represent whole numbers as fractions using area models, number line diagrams, and numbers. ● Determine that comparisons are valid only when the two fractions refer to same-sized wholes. ● Compare two fractions with the same numerator and compare two fractions with the same denominator using visual fraction models, symbols, and words. ● Record the results of fraction comparisons using the symbols >, <, or =. ● Justify conclusions about the equivalence of fractions.	● Reasonable ● Numerator ● Denominator ● Comparison ● Compare ● <, >, = ● Justify ● inequality

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.NF.2 3.NF.3a 3.NF.3b 3.NF.3c 3.NF.3d	Lessons 15, 16, 17, 18, 19	Lessons 15, 16, 17, 18 19

2017-2018

3rd Grade MCCRS Curriculum Map

Second Nine Weeks

Unit 1: Operations and Algebraic Thinking (revisited)

Module 1: Multiply and divide within 100.	
Standards	**Mathematical Practices**
3.OA.7 (fluency) ● 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 that 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide within 100. ● Recall from memory all products of two one-digit numbers.	● Multiply ● Divide ● Factor ● Product ● Quotient ● Unknown ● strategies

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.OA.7	Lesson 6	Lesson 6

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Module 5: Represent and solve problems using multiplication and division	
Standards	**Mathematical Practices**
3.OA.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. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.OA.3 (division) ● 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	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
3.OA.4 (division) ● Determine the unknown whole number in a multiplication or division equation relating three whole numbers, with factors 0-10. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = o ÷ 3, 6 × 6 = ?	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
3.OA.6 ● Understand division as an unknownfactor problem, where a remainder does not exist. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.**

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	MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	**Essential Vocabulary**
● Explain what division means and how it relates to equal shares. ● Interpret quotients as the number of objects (shares) or the number of groups when a set of objects is divided equally. ● Solve division problems by using equal groups, arrays, area, and/or measurement quantities. ● Represent a division situation as an equation. ● Solve a variety of problem solving situations including the product, the group size, or the number of groups. ● Represent a word problem using a picture, an equation with a symbol for the unknown number, or in other ways. ● Solve real-life multiplication and division problems where the product/quotient is greater than 5. ● Select the operation (multiplication or division) needed to determine the unknown whole number. ● Solve to find the unknown whole number (factor, product, quotient) in a multiplication or division equation where products and quotients are greater than 5. ● Find quotients to division problems by using multiplication facts. ● Recognize multiplication and division as related operations and explain how they are related.	● Factors ● Products ● Quotients ● Multiplication ● Division ● equal groups ● group size ● Arrays ● Equations ● unknowns ● Strategies ● properties (rules about how numbers work)

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.OA.2 3.OA.3 3.OA.4 3.OA.6	Lessons 4, 11, 6, 5	Lessons 4, 11, 6, 5

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3rd Grade MCCRS Curriculum Map

Unit 2: Number and Base Ten (revisited)

Module 2: Use place value understanding and properties of operations to perform multi-digit arithmetic	
Standards	**Mathematical Practices**
3.NBT.1 ● Use place value understanding to round whole numbers to the nearest 10 or 100.	**MP.1. Make sense of problems and persevere in solving them.** MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
3.NBT.2 ● Fluently add and subtract within 1000 (including subtracting across zeros) using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. MP.6. Attend to precision. **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Use a number line, hundreds chart, and/or rounding rules to round whole numbers to the nearest 10 or 100. ● Model the rounding process and reasoning for rounding to represent the structure of the base-ten number system. ● Use patterns in the number system in the rounding process. ● Add and subtract within 1,000 without context. ● Model algorithms based on place value, properties of operations, and/or the inverse relationship between addition and subtraction. ● Demonstrate fluency (speed, accuracy, and understanding) with addition and subtraction problems within 1,000.	● place value ● Round ● Addition ● Addend ● Sum ● Subtraction ● Difference ● strategies

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Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.NBT.1 3.NBT.2	Lessons 8, 9, 10	Lessons 8, 9, 10

Unit 1: Operations and Algebraic Thinking (revisited)

Module 6: Solve problems involving the four operations, and identify and explain patterns in arithmetic	
Standards	**Mathematical Practices**
3.OA.8 ● Solve two-step (two operational steps) 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.3 Include problems with whole dollar amounts.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Solve two-step problems involving addition, subtraction, multiplication, and division. ● Solve for an unknown in various positions. ● Justify answers using various estimation strategies.	● Multiply ● Divide ● Factor ● Product ● Quotient ● Subtract

	• Add • Addend • Sum • Different • Equation • Expression • Unknown • Strategies • Reasonableness • mental math • Estimation • Rounding

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.OA.8	Lessons 12 and 13	Lessons 12 and 13

Unit 5: Measurement and Data

Module 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
Standards	**Mathematical Practices**
3.MD.2 • Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). 6 Add, subtract, multiply, or divide to solve one-step 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.7	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.MD.3	**MP.1. Make sense of problems and persevere in solving them.**

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• 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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	**MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
• Measure and estimate capacity using liters and mass using grams and kilograms. • Solve one-step, addition, subtraction, multiplication, or division word problems involving capacity and mass. (Problems contain only one unit of measure. No conversions between units.) • Create a scaled picture graph or scaled bar graph to show data in multiple categories. • Interpret a bar/picture graph to solve one- or two-step problems asking "how many more" and "how many less." • Analyze a scaled graph with a scale greater than one and solve problems	• estimate • Measure • liquid volume • Mass • standard units • metric units • gram (g) • kilogram (kg) • liter (l) • Scale • picture graph • scaled picture graph • bar graph • scaled bar graph • line plot • data

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.MD.2 3.MD.3	Lessons 22, 23, 24, 25	Lessons 22, 23, 24, 25

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3rd Grade MCCRS Curriculum Map

Third Nine Weeks

Unit 1: Operations and Algebraic Thinking

Module 1: Multiply and divide within 100.	
Standards	**Mathematical Practices**
3.OA.7 (fluency) ● 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 that 40 ÷ 5 = 8) or properties of operations. Know from memory all products of two one-digit numbers; and fully understand the concept when a remainder does not exist under division.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
Student Learning Target(s)	Essential Vocabulary
● Analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide within 100. ● Recall from memory all products of two one-digit numbers.	● Multiply ● Divide ● Factor ● Product ● Quotient ● Unknown ● strategies

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.OA.7	Lesson 6	Lesson 6

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Unit 5: Measurement and Data (revisited)

Module 2: Represent and interpret data	
Standards	**Mathematical Practices**
3.MD.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.	**MP.1. Make sense of problems and persevere in solving them.** MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. ● Create a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. ● Analyze data from a line plot.	● Scale ● picture graph ● scaled picture graph ● bar graph ● scaled bar graph ● line plot ● data

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.MD.4	Lesson 26	Lesson 26

Module 3: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

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Standards	Mathematical Practices
3.MD.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 exhibiting (including, but not limited to: modeling, drawing, designing, and creating) rectangles with the same perimeter and different areas or with the same area and different perimeters.	**MP.1. Make sense of problems and persevere in solving them.** **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.

Student Learning Target(s)	Essential Vocabulary
● Solve real-world and mathematical problems involving perimeters of polygons. ● Find the perimeter of a polygon given the side lengths. ● Find the perimeter of a polygon when there is an unknown side length. ● Exhibit (design, create, draw, model, etc.) rectangles with the same perimeter and different areas. ● Exhibit rectangles with the same area and different perimeters. ● Solve real-world and mathematical problems involving perimeters of polygons.	● Perimeter ● length units ● area units ● Polygon ● sides

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.MD.8	Lesson 30	Lesson 30

Module 4 –Geometric measurement: understand concepts of area and relate area to multiplication and to addition	
Standards	**Mathematical Practices**
3.MD.5a	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.**

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● 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.	**MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.MD.5b ● 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.	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.MD.6 ● Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	MP.1. Make sense of problems and persevere in solving them. **MP.2. Reason abstractly and quantitatively.** **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
3.MD.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.	MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**

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3.MD.7b ● Multiply side lengths to find areas of rectangles with whole-number side lengths (where factors can be between 1 and 10, inclusively) in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. **MP.4. Model with mathematics.** MP.5. Use appropriate tools strategically. **MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** **MP.8. Look for and express regularity in repeated reasoning.**
3.MD.7c ● Use tiling to show in a concrete case that the area of a rectangle with whole number 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.	MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
3.MD.7d ● Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. Recognize area as additive.	MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. **MP.3. Construct viable arguments and critique the reasoning of others.** MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.** MP.6. Attend to precision. **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Cover the area of a plane figure with unit squares without gaps or overlaps. ● Relate the number (n) of unit squares to the area of a plane figure. ● Relate the number of unit squares (n) to the area of a plane figure. ● Cover a plane figure with square tiles and count the number of units (tiles) to find the area. ● Find the area of plane figures.	● Area ● side length ● Tiling ● Gap ● Overlap ● square units

● Place square tiles on a surface without gaps or overlays and count the number of units (tiles) to find the area of the surface. ● Tile areas of rectangles and determine the area in square units. Record the length and width of the rectangle, and investigate the patterns in the numbers (equal-sized groups in rows and columns). ● Compare the area found by counting the tiles in a rectangle to the area found by adding equal-sized groups of tiles. If there are three rows and four columns, find the area by adding 3 + 3 + 3 + 3 or 4 + 4 + 4. ● Compare the area found by tiling a rectangle to the area found by multiplying the side lengths and discover that the area is the length times the width. ● Solve real-world and mathematical area problems by multiplying whole-number side lengths of rectangles. ● Use rectangular arrays to represent whole-number products in multiplication problems. ● Relate area of a rectangle to multiplication and addition by modeling the distributive property. ● Decompose rectilinear figures into different rectangles and find the area of each rectangle that is part of a larger figure.	● square cm ● square m ● square in ● square ft ● Composing ● decomposing

Supplement Resources Correlation		
MCCRS	**Ready Mathematics Instruction**	**Ready Practice and Problem Solving**
3.MD.5a 3.MD.5b 3.MD.6 3.MD.7a 3.MD.7b 3.MD.7c 3.MD.7d	Lessons 27, 28, 29	Lessons 27, 28, 29

Unit 5: Measurement and Data (revisited)

Module 1: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
Standards	**Mathematical Practices**

3.MD.1 ● 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.	**MP.1. Make sense of problems and persevere in solving them.** MP.2. Reason abstractly and quantitatively. **MP.3. Construct viable arguments and critique the reasoning of others.** **MP.4. Model with mathematics.** **MP.5. Use appropriate tools strategically.** **MP.6. Attend to precision.** MP.7. Look for and make use of structure. MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Compare an analog clock face to a number line. ● Tell and write time to the nearest minute. ● Use a number line to add and subtract time intervals in hours and minutes. ● Create and solve word problems involving addition and subtraction of time intervals in hours and minutes.	● Estimate ● Time ● Minute ● Hour ● elapsed time

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.MD.1	Lessons 20 and 21	Lessons 20 and 21

Unit 4: Geometry (revisited)

Module 1: Reason with shapes and their attributes.	
Standards	**Mathematical Practices**
3.G.1 ● Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles,	MP.1. Make sense of problems and persevere in solving them. MP.2. Reason abstractly and quantitatively. MP.3. Construct viable arguments and critique the reasoning of others. MP.4. Model with mathematics. **MP.5. Use appropriate tools strategically.**

and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**MP.6. Attend to precision.** **MP.7. Look for and make use of structure.** MP.8. Look for and express regularity in repeated reasoning.
Student Learning Target(s)	Essential Vocabulary
● Describe, analyze, and compare properties of two-dimensional shapes. ● Compare and classify shapes by attributes, sides and angles. ● Group shapes with shared attributes to define a larger category (e.g., quadrilaterals). ● Draw examples and nonexamples of quadrilaterals with specific attributes	● Properties ● Attributes ● Features ● Quadrilateral ● open figure ● closed figure ● vertex/vertices ● Triangle ● Circle ● Quadrilateral ● Rectangle ● Square ● Trapezoid ● Rhombus ● rhombuses/rhombi ● Kite

Supplement Resources Correlation

MCCRS	Ready Mathematics Instruction	Ready Practice and Problem Solving
3.G.1	Lessons 31 and 32	Lessons 31 and 32

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