

# Grade 3

EngageNY Spanish  
Materials

2021-2022 Learning Plan RCSD Mathematics Department  
[10 Week Standard Based Document\( Quarter 1\)](#) [Week 11-20 \(Quarter 2\)](#) [Week 21-30 \(Quarter 3\)](#)  
*\*New* [RCSD Standards Continuum \(Vertical Alignment\)](#)

Modules/ Standards		Module/ Topics						Assessments	Days
<a href="#">Click here</a> <a href="#">RCSD Module 1 Overview</a>	<b>Standards codes:</b> NY-3.OA.1 NY-3.OA.2 NY-3.OA.3 NY-3.OA.4 NY-3.OA.5 NY-3.OA.6 NY-3.OA.7 NY-3.OA.8	September 2021			October 2021			<a href="#">Mod 1/CFA 1 Assessment Blueprint</a> <a href="#">Click here</a>	27 Days  Apx
		Sept 8-10	Sept 13-17	Sept 20-24	Sept 27-Oct 1	Oct 4-8	Oct 11-15		
		<b>Topic A</b> Multiplication and the Meaning of the Factors <b>Topic B</b> Division as an Unknown Factor Problem <b>Topic C</b> Multiplication Using Units of 2 and 3 <b>Topic D</b> Division Using Units of 2 and 3 <b>Topic E</b> Multiplication and Division Using Units of 4 <b>Topic F</b> Distributive Property and Problem Solving Using Units of 2–5 and 10 <i>You can use the district created CFA in place of module assessment.</i>							
<a href="#">Click here</a> <a href="#">RCSD Module 2 Overview</a>	<b>Standards codes:</b> NY-3.NBT.1 NY-3.NBT.2 NY-3.MD.1 NY-3.MD.2	October 2021		November 2021				<a href="#">Module 2 Assessment Blueprint</a> <a href="#">Click here</a>	14 Days  Apx
		October 18-22	October 25-29	November 1-5					
		<b>Topic A</b> Time Measurement and Problem Solving <b>Topic B</b> Measuring Weight and Liquid Volume in Metric Units <b>Topic C</b> Rounding to the Nearest Ten and Hundred <b>Topic D</b> Two- and Three-Digit Measurement Addition Using the Standard Algorithm <b>Topic E:</b> Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm							
<a href="#">Click here</a> <a href="#">RCSD Module 3 Overview</a>	<b>Standards codes:</b> NY-3.OA.3 NY-3.OA.4 NY-3.OA.5 NY-3.OA.7 NY-3.OA.8 NY-3.NBT.3	November 2021			December 2021			<a href="#">Module 3 Assessment Blueprint</a> <a href="#">Click here</a>	31 Days  Apx
		November 8-12	November 15-19	November 22-26	Nov. 29-Dec. 3	December 6-10	December 13-17		
		<b>Topic A</b> The Properties of Multiplication and Division <b>Topic B</b> Multiplication and Division Using Units of 6 and 7 <b>Topic C</b> Multiplication and Division Using Units up to 8 <b>Topic D</b> Multiplication and Division Using Units of 9 <b>Topic E</b> Analysis of Patterns and Problem Solving Including Units of 0 and 1 <b>Topic F</b> Multiplication of Single-Digit Factors and Multiples of 10							
<a href="#">Click here</a> <a href="#">RCSD Module 4 Overview</a>	<b>Standards codes:</b> NY-3.MD.5 NY-3.MD.6 NY-3.MD.7	Dec/January 2022						<a href="#">Module 4 Assessment Blueprint</a> <a href="#">Click Here</a>	19 Days  Apx
		Dec 20-24	January 3-7	January 10-14	January 17-21				
		<b>Topic A</b> Foundations for Understanding Area <b>Topic B</b> Concepts of Area Measurement <b>Topic C</b> Arithmetic Properties Using Area Models <b>Topic D</b> Applications of Area Using Side Lengths of Figures							
<a href="#">Click here</a> <a href="#">RCSD Module 5 Overview</a>	<b>Standards codes:</b> NY-3.NF.1 NY-3.NF.2 NY-3.NF.3 NY-3.G.2	January/February/March 2022						<b>Module 5 Assessment Blueprint</b> <a href="#">Click Here</a>	35 Days  Apx
		1/24-1/28	1/31-2/4	2/7-2/11	2/14-2/18	2/28-3/4	3/7-3/11		
		<b>Topic A</b> Partitioning a Whole into Equal Parts <b>Topic B</b> Unit Fractions and Their Relation to the Whole <b>Topic C</b> Comparing Unit Fractions and Specifying the Whole <b>Topic D</b> Fractions on the Number Line <b>Topic E</b> Equivalent Fractions <b>Topic F</b> Comparison, Order, and Size of Fractions							
<a href="#">Click here</a> <a href="#">RCSD Module 6 Overview</a>	<b>Standards</b> NY-3.MD.3 NY-3.MD.4 NY-3.MD.5 NY-3.MD.6 NY-3.MD.9 NY-3.MD.10	March/April 2022						<b>Module 6 Assessment Blueprint</b> <a href="#">Click Here</a>	10 Days  Apx
		3/28-4/1			4/4-4/8				
		<b>Topic A</b> Generate and Analyze Categorical Data <b>Topic B</b> Generate and Analyze Measurement Data <a href="#">April Content Matrix for Grade 3 (Focus lessons for the State assessment)</a>							

<p><a href="#">Click here</a></p> <p><a href="#">RCS D</a> <a href="#">Module 7</a> <a href="#">Overview</a></p>	<p><b>Standards codes:</b> NY-3.OA.8 NY-3.MD.4 NY-3.MD.8 NY-3.G.1</p>	<table border="1"> <thead> <tr> <th colspan="8">May/June 2022</th> </tr> <tr> <th>5/2-5/6</th> <th>5/9-5/13</th> <th>5/16-5/20</th> <th>5/23-5/27</th> <th>5/30-6/3</th> <th>6/6-6/10</th> <th>6/13-6/17</th> <th>6/20-6/23</th> </tr> </thead> <tbody> <tr> <td colspan="8"> <p><b>Topic A</b> Solving Word Problems  <b>Topic B</b> Attributes of Two-Dimensional Figures  <b>Topic C</b> Problem Solving with Perimeter  <b>Topic D</b> Recording Perimeter and Area Data on Line Plots  <b>Topic E</b> Problem Solving with Perimeter and Area  <b>Topic: F</b> Year in Review</p> </td> </tr> </tbody> </table>	May/June 2022								5/2-5/6	5/9-5/13	5/16-5/20	5/23-5/27	5/30-6/3	6/6-6/10	6/13-6/17	6/20-6/23	<p><b>Topic A</b> Solving Word Problems  <b>Topic B</b> Attributes of Two-Dimensional Figures  <b>Topic C</b> Problem Solving with Perimeter  <b>Topic D</b> Recording Perimeter and Area Data on Line Plots  <b>Topic E</b> Problem Solving with Perimeter and Area  <b>Topic: F</b> Year in Review</p>								<p><b>Module 7</b> <b>Assessment</b> <b>Blueprint</b> <i>Click Here</i></p>	<p>35 Days  Apx</p>
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## 3rd Grade Acceleration of Learning

This document highlights important prerequisites content to standards for Grade 3 as informed by the Coherence Map (Achieve the core), Student Achievement Partners and Anet. It is meant to support planning at the module/topic level as we address unfinished learning and bridge learning gaps from the previous grade level. The document also identifies ways to provide “just-in-time support” alongside grade-level instruction. Two ways of addressing unfinished learning are suggested below, please use the table below to read the document.

Category	Meaning	Suggested Actions
Areas highlighted in pink suggest that prerequisite skills might need to be addressed before grade-level instruction. This has to be decided in combination with the assessment data.	Without this prior knowledge, students might struggle to access the grade-level standard. Consider data from assessments in diagnosing students' needs.	Students may require dedicated instruction on prerequisite standards before the grade level instruction is taught. (Not every standard needs its own full lesson; multiple standards may be addressed at once, or a standard might be taught as a short mini-lesson.)
Areas highlighted in yellow suggest that prerequisite skills can be addressed within grade-level instruction.	Students may have an entry point into grade-level content and will benefit from instruction that weaves in prerequisite prior-grade level content.	Individual skills/strategies listed below from these standards can be incorporated into grade-level lessons to address important content that was missed in the prior grade.

**Focus on fluency around skip counting by 2s, 5s, and 10s in context-** The end of 2nd grade work (ex: counting money, telling time to the nearest 5 minutes, determining if numbers are odd or even, finding the totals in arrays) embeds skip counting by 2s, 5s, and 10s. Consider building on multiplication fact fluency by beginning 3rd with moving the 2s, 5s and 10s facts to being automatically known so students can derive unknown facts from known facts. Skip counting will support missed content if it is done in context (such as skip counting 5s to tell time, skip counting nickels or dimes to count money, etc.)

**Provide ongoing fluency support for addition and subtraction facts within 20:** 2nd graders are expected to know addition and subtraction facts within 20 by the end of 2nd grade. Consider providing opportunities to practice facts such as through ‘making ten’, ‘doubles’, ‘near doubles’.

Modules	3rd Grade Standards	Prerequisite Prior Grade Standards -Address <span style="background-color: #ffe0b2;">before</span> or <span style="background-color: #fff9c4;">within</span> grade-level instruction
<b>Module 1</b>	<b>NY-3.OA.1</b> Interpret <b>products</b> of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.	<p style="background-color: #ffe0b2;">←<b>NY-2.NBT.2</b> Count within 1000; <b>skip-count</b> by 5’s, 10’s, and 100’s.</p> <p style="background-color: #fff9c4;">←<b>NY-2.OA.4</b> Use <b>addition</b> to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns</p>
	<b>NY-3.OA.2</b> Interpret whole-number <b>quotients</b> of whole numbers..	
	<b>NY-3.OA.3</b> Use <b>multiplication and division</b> within 100 to solve <b>word problems</b> in situations involving equal groups, arrays, and measurement quantities.	
	<b>NY-3.OA.4</b> Determine the <b>unknown</b> whole number in a multiplication or division equation	
	<b>NY-3.OA.5</b> Apply <b>properties</b> of operations as strategies to <b>multiply and divide</b> .	<p style="background-color: #ffe0b2;">←<b>NY-2.NBT.5</b> Fluently <b>add and subtract</b> within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p>
	<b>NY-3.OA.8</b> Solve <b>two-step word problems</b> posed with whole numbers and having whole-number answers using the <b>four operations</b>	<p style="background-color: #ffe0b2;">←<b>NY-2.OA.1</b> Use addition and subtraction within 100 to solve <b>one-step word problems</b></p>

			steps taken to solve one-step problem.
<b>Module 2</b>	<b>NY-3.NBT.2</b> Fluently <b>add and subtract within 1,000</b> using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	<p>←<b>NY-2.NBT.1</b> Understand that the digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <p>←<b>NY-2.NBT.7</b> Add and subtract within 1000, using concrete models or drawings, and strategies based on place value</p> <p>←<b>NY-2.NBT.8</b> Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900</p> <p>←<b>NY-2.NBT.9</b> Explain why addition and subtraction strategies work, using place value and the properties of operations</p>	<p>Use <b>multiple representations to</b> represent the place value of three-digit numbers.</p> <p>Use <b>multiple representations to</b> add and subtract within 1,000 and tools such as hundred charts, partial products, drawings, and number lines.</p> <p>Mentally add and subtract 10 to a given number from 100-900 (<b>fluency activities are built into concept development slides</b>)</p>
<b>Module 3</b>	<b>NY-3.OA.3 NY-3.OA.4 NY-3.OA.5 NY-3.OA.8</b>	<b>SEE ABOVE</b>	
<b>Module 4</b>	<b>NY-3.MD.5</b> Recognize area as an attribute of plane figures and understand concepts of <b>area measurement</b>	← <b>NY-2.MD.1</b> Measure the <b>length</b> of an object to the nearest whole by selecting and using appropriate tools	<b>Consider addressing during Science Block</b> Know how a ruler, yardstick, meter stick, and measuring tape works and select/ use an appropriate tool to measure an object.
	<b>NY-3.MD.6</b> Measure <b>areas</b> by counting unit squares.	← <b>NY-2.G.2</b> Partition a rectangle into <b>rows and columns</b> of same-size squares and count to find the total number of them.	Use <b>multiple representations</b> to show rows and columns of equal size. Have students count the equal size squares in a rectangle.
<b>Module 5</b>	<b>NY-3.NF.1</b> Understand a <b>unit fraction</b> , $1/b$ , is the quantity formed by 1 part when a whole is partitioned into $b$ equal parts.	← <b>NY-2.MD.6</b> Represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ...,	Emphasize the concept of <b>unit fraction</b> as the basis for building fractions. Prioritize the <b>number line</b> as a representation to develop students' understanding of fractions as numbers. Consider having students: -Create a number line with whole number intervals (equal spacing). -Represent whole numbers on a number line.
	<b>NY-3.NF.2</b> Understand a fraction as a number on the <b>number line</b> ; represent fractions on a number line.	← <b>NY-2.G.3</b> Partition circles and rectangles into two, three, or four equal shares	-Partition a circle and rectangle into two, three, or four equal parts. -Describe the equal shares with words ( halves, thirds, fourths). -Describe a whole by the number of equal parts (e.g., two halves make a whole)
<b>Module 6</b>	<b>3.MD.5-6</b>	<b>SEE ABOVE</b>	