Round Rock Independent School District

Grade 3 Math

Course Overview

	Units of Study	Suggested Timeframe	Unit Focus
1st Grading Cycle	**Addition, Subtraction, and Data (3-Digit)**	20 days	● Addition and Subtraction with 2- and 3-Digit Numbers - Computation and Problem Solving (3.4A-B) ○ Students solve with fluency one- step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. (3.4A) ● Addition and Subtraction with 2- and 3-Digit Numbers - Representing (3.5A, 3.5E) ○ Students represent one- and two- step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations. (3.5A) ○ Students represent real-world relationships using number pairs in a table and verbal descriptions.(3.5E) ● Summarizing and Analyzing Data (3.8A-B) ○ Students summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals. (3.8A)
	Multiplication and Division	23 days	● Multiplication and Division - Computation (3.4D, 3.4H-J, 3.5D) ○ Students determine a quotient using the relationship between multiplication and division. (3.4J) ● Multiplication and Division - Problem Solving (3.4K) ○ Students solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. (3.4K) ● Multiplication and Division - Representing (3.4E, 3.5B-C, 3.5E) ○ Students represent multiplication facts by using a variety of approaches such as repeated addition, equal- sized groups, arrays, area models, equal jumps on a number line, and skip counting. (3.4E) ○ Students represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. (3.5B) ○ Students represent real-world relationships using number pairs in a table and verbal descriptions. (3.5E)
2nd Grading Cycle	**Fraction Concepts**	22 days	● Represent Fractions and Introduce Fraction Notation (3.3A-B, 3.7A, 2.9D) ○ Students represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines. (3.3A) ○ Students represent fractions of halves, fourths, and eighths as distances from zero on a number line. (3.7A) ● Unit Fractions (3.3C-D, 3.6E) ○ Students compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b. (3.3D) ○ Students decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape. (3.6E) ● Fraction Equivalence (3.3F-G) ○ Students represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines. (3.3F) ● Compare Fractions (3.3H) ○ Students compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. (3.3H) ● Problem Solving (3.3E)
	Geometry, Area, and Perimeter	15 of 22 days	● Geometry (3.6A-B) ○ Students classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language. (3.6A) ● Measure Area (3.6C-D) ○ Students determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. (3.6C) ● Measure Perimeter (3.7B, 2.9D) ○ Students determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. (3.7B)

Ongoing Standards

Building Fluency with Addition and Subtraction (3.4A-B), Choral Counting (3.4E), Developing Strategies for Multiplying and Dividing within 100 (3.4D-F, 3.4H)

- Students solve with fluency one- step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. (3.4A)
- Students represent multiplication facts by using a variety of approaches such as repeated addition, equal- sized groups, arrays, area models, equal jumps on a number line, and skip counting. (3.4E)
- Students recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts. (3.4F)

	Units of Study	Suggested Timeframe	Unit Focus
3rd Grading Cycle	**Geometry, Area, and Perimeter (cont.)**	13 of 24 days	● Geometry (3.6A-B) ○ Students classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language. (3.6A) ● Measure Area (3.6C-D) ○ Students determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. (3.6C) ● Measure Perimeter (3.7B, 2.9D) ○ Students determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems. (3.7B)
	More Multiplication and Division	24 days	● Multiplication and Division - Computation (3.4D, 3.4F-J, 3.5D) ○ Students determine a quotient using the relationship between multiplication and division. (3.4J) ● Multiplication and Division - Problem Solving (3.4K) ○ Students solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. (3.4K) ● Multiplication and Division - Representing (3.4E, 3.5B-C, 3.5E) ○ Students represent multiplication facts by using a variety of approaches such as repeated addition, equal- sized groups, arrays, area models, equal jumps on a number line, and skip counting. (3.4E) ○ Students represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. (3.5B) ○ Students represent real-world relationships using number pairs in a table and verbal descriptions. (3.5E)
	Place Value to 100,000	8 of 17 days	● Using Place Value to Represent Numbers to 100,000 (3.2A-C) ○ Students compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate; (3.2A) ○ Students describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; (3.2B) ● Using Place Value to Compare Numbers up to 100,000 (3.2D) ○ Students compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =. (3.2D)
4th	**Place Value to**	9 of 17 days	● Using Place Value to Represent Numbers to 100,000 (3.2A-C)

Grading Cycle	**100,000 (cont.)**		○ Students compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate; (3.2A) ○ Students describe the mathematical relationships found in the base-10 place value system through the hundred thousands place; (3.2B) ● Using Place Value to Compare Numbers up to 100,000 (3.2D) ○ Students compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =. (3.2D)
	Measurement (Time Intervals, Weight, Liquid Volume)	10 days	● Time Intervals (3.7C) ● Measuring Liquid Volume and Weight (3.7A, 3.7D-E) ○ Students represent fractions of halves, fourths, and eighths as distances from zero on a number line. (3.7A)
	Personal Financial Literacy	10 days (4 days before STAAR window and 6 days after)	● Counting Coins and Bills (3.4C) ● Personal Financial Literacy (3.9A-F)

Ongoing Standards

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- Students solve with fluency one- step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. (3.4A)
- Students represent multiplication facts by using a variety of approaches such as repeated addition, equal- sized groups, arrays, area models, equal jumps on a number line, and skip counting. (3.4E)
- Students recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts. (3.4F)