Trimester	Unit	GRADE 3 SCOPE AND SEQUENCE Reveal Curriculum Map Reveal Lesson and Unit Template	Instructional Days
		Title	
1	1	Math Is	10
	2	Use Place Value to Fluently Add and Subtract within 1,0000	18
	3	Multiplication and Division	12
	4	Use Patterns to Multiply by 0,1,2,5, and 10	12
	5	Use Properties to Multiply by 3,4,6,7, 8 and 9	12
			64
2	6	Connect Area and Multiplication	11
	7	Fractions	10
	8	Fraction Equivalence and Comparison	12
	9	Use Multiplication To Divide	15
	10	Use Properties and Strategies to Multiply and Divide	9
			54
3	11	Perimeter	13
	12	Measurement and Data	24
	13	Describe and Analyze 2-Dimensional Shapes	12
			62

Revised February 11, 2025

Trimester One
Trimester 1, Unit 1 - Math Is (10 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
2.OA.C.4, 2.NBT.B.5, 2.NBT.A.1, 2.MD..C.8, 2.NBT.A.2	What does it mean to do math?	**MP Promoting Students Sense Making and Learning** **Prior Learning:** Students developed a foundation for problem-solving strategies, used appropriate math terms to explain their reasoning and ro respond to the reasoning of their classmates, model real-world situations that involve addition and subtraction with drawings and equations, choose appropriate tools to solve equations and used patterns in addition to solve equations. **Current Learning:** Students use different representations to conceptualize problems and relate a number to the quantity it represents. They ask appropriate questions of their classmates around their solution strategies. Students model real-world situations in different ways. They consider available tools when solving a problem. They look for patterns in operations. **Future Learning:** Students will expand their problem-solving skills as they check for reasonableness, construct logical arguments to support their reasoning and model real-world situations with a range of representations. They use clear and precise language in their explanations and arguments. They make generalizations after noticing repetitive operations.

Trimester 1, Unit 2 - Use Place Value to Fluently Add and Subtract within 1,000 (18 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.NBT.A.1, 3.NBT.A.2, 3.OA.D.9, 3.OA.D.8	How can I use strategies to add and subtract fluently?	**MP Model With Mathematics** **Prior Learning:** In Grade 2, students learned that digits in each place represent amounts of hundreds, tens, and ones. They added within 100 using properties of addition and addition strategies. They used strategies to subtract within 100. **Current Learning:** Students extend their understanding of place value through thousands. They add and subtract within 1,000 using strategies. **Future Learning:** In grade 4, students will use place value to compare multi-digit numbers, use the standard algorithm to add multi-digit numbers and use the standard algorithm to subtract multi-digit numbers.

Trimester 1, Unit 3 - Multiplication and Division (12 days)

Common Core Standards/	Essential Questions/	Mathematical Practices/Prior Learning, Current Learning and Future Learning

Content to Be Learned	Instructional Questions	
3.OA.A.1, 3.OA.B.5, 3.OA.A.2, 3.OA.A.4	What does it mean to multiply and divide?	**MP Look for and make use of structure** **Prior Learning:** In Grade 2, students used repeated addition to find the total number of objects in an array. They determined whether a group of objects was odd or even by pairing objects into two equal groups. They add and subtract within 100 using the relationship between addition and subtraction. **Current Learning:** Students understand that multiplication represents the total number of objects in equal groups. They understand that division can represent equal sharing or equal grouping. They use representations to understand the relationship between multiplication and division. **Future Learning:** In units 4 and 5, students use patterns and multiplication properties to multiply within 100. In unit 9, they use strategies to divide within 100. They use the relationship between multiplication and division to solve division equations.

Trimester 1, Unit 4 - Use Patterns to Multiply by 0,1,2,5, and 10 (10 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.OA.C.7, 3.OA.D.9, 3.OA.A.3, 3.OA.A.4	How do I recall facts that multiply by 0,1,2,5, and 10?	**MP Reason Abstractly and Quantitatively** **Prior Learning:** In Grade 2, students used repeated addition to find the total number of objects to find the sum of equal groups and objects. In unit 3, students used arrays to multiply and represented products as equal groups of objects. **Current Learning:** Students use patterns and skip counting to multiply, and they use properties of multiplication to multiply by 0 and 1. They make connections between doubling and multiplying by 2 and 10. **Future Learning:** In unit 5, students extend their understanding of basic facts to multiply other numbers. In grade 4, they multiply multi-digit numbers by whole numbers and use their understanding of multiplication to determine factors.

Revised February 11, 2025

Trimester 1, Unit 5 - Use Properties to Multiply by 3,4,6,7,8, and 9 (12 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.OA.C.7, 3.OA.B.5, 3.OA.A.3, 3.OA.A.4	How can I recall facts that multiply by 3,4,5,6,7,8, and 9?	**MP Use appropriate tools strategically** **Prior Learning:** In Grade 2, students explored addition strategies by breaking apart addends. In unit 3, they developed the understanding that the order in which two factors are multiplied does not change the product. **Current Learning:** Students use the Distributive Property to decompose factors in different ways and find products. They double the product of a 2s fact to find a product of 4, double the product of a 3s fact to find a product of 6, and double the product of a 4s fact to find a product of 8. Students solve word problems involving arrays. **Future Learning:** In grade 4, students multiply two 2-digit whole numbers using properties of multiplication.

Trimester 2, Unit 6 - Connect Area and Multiplication (11 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.MD.C.5, 3.MD.C.5.a, 3.MD.C.7.a, 3.MD.C.5.b., 3.MD.C.6, 3.MD.C.7.b, 3.MD.C.7.c, 3.MD.C.7.d	How can I find area?	**MP Construct Viable Arguments and Critique the Reasoning of Others** **Prior Learning:** In Grade 2, students used repeated addition to find the sum of equal groups of objects. In unit 3, students used arrays to multiply. They represented products as equal groups of objects. **Current Learning:** Students explore the concept of area and how to use tiling and other strategies to find it. Students learn to multiply the length and width of a rectangle to find its area. They decompose rectilinear figures to find the total area. **Future Learning:** In unit 11, students build on their understanding of figures to include the calculation of the perimeter of rectilinear figures, and they extend their understanding of area to include solving problems that involve area and perimeter. In grade 4, students apply an understanding of are to use area models to multiply greater numbers.

Trimester 2, Unit 7 - Fractions (10 days)

Revised February 11, 2025

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.G.A.2, 3.NF.A.1, 3.NF.A.2, 3.NF.A.2.a, 3.NF.A.2.b, 3.NF.A.3, 3.NF.A.3.c,	What are fractions and how can I represent them?	**MP Attend to Precision** **Prior Learning:** In Grade 2, students partitioned rectangles and circles into equal shares, and they gained vocabulary and understanding of halves, thirds, and fourths with circles and rectangles. **Current Learning:** Students partition shapes into equal areas and use unit fractions to describe each part. They represent fractions by shading figures and on a number line. Students express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. **Future Learning:** In grade 4, students compare two fractions with different numerators and different denominators. They decompose and compose fractions and mixed numbers. They solve addition and subtraction word problems with fractions and mixed numbers with like denominators.

Trimester 2, Unit 8 - Fraction Equivalence and Comparison (12 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.NF.A.3, 3.NF.A.3.a, 3.NF.A.3.b, 3.NF.A.3.d	How can I compare fractions?	**MP Make Sense of Problems and Persevere in Solving Them** **Prior Learning:** In Grade 2, students partitioned rectangles and circles into equal parts, and they divided quantities into equal groups. Students identified and represented fractions. **Current Learning:** Students understand and represent equivalent fractions, and they understand fractions of different wholes. Students compare fractions with the same denominator. They compare fractions with the same numerator. **Future Learning:** In grade 4, students compare two fractions with different numerators and different denominators.

Trimester 2, Unit 9 - Use Multiplication to Divide (15 days)

Revised February 11, 2025

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.OA.B.6, 3.OA.C.7,	How can I use multiplication to recall division facts?	**MP Reason Abstractly and Quantitatively** **Prior Learning:** In prior units,students found products using equal grouping, equal sharing, and properties of operations. They related multiplication and division using equal groups and arrays. **Current Learning:** Students understand division as an unknown-factor problem. They fluently divide within 100, using strategies such as the relationship between multiplication and division. **Future Learning:** In grade 4, students divide whole number quotients and remainders with up to 4-digit dividends and 1-digit divisors.

Trimester 2, Unit 10- Use Properties and Strategies to Multiply and Divide (15 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.NBT.A.3, 3.OA.D.9, 3.OA.B.5, 3.OA.D.8,	How can I use properties and strategies to multiply and divide?	**MP Reason Abstractly and Quantitatively** **Prior Learning:** In prior units,students solved two-step addition and subtraction word problems. They developed an understanding that the order in which two factors are multiplied does not change the product. They used strategies based on properties of multiplication to recall basic facts. **Current Learning:** Students multiply one-digit numbers by multiples of 110 using strategies based on place value and properties of operations. They identify patterns in the multiplication fact table and explain them using properties of multiplication. Students solve two-step word problems involving the four operations and assess the reasonableness of the solution. **Future Learning:** In grade 4, students multiply two 2-digit numbers by using place value and the properties of multiplication. They generate, extend, and describe number patterns that follow a given rule. Students solve multi-step problems with any operation and interpret remainders.

Trimester 3, Unit 11- Perimeter (9 days)

Revised February 11, 2025

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.MD.D.8, 3.OA.A.3, 3.OA.A.4	How can I solve perimeter problems?	**MP Construct Viable Arguments and Critique the Reasoning of Others** **Prior Learning:** In grade 2, students measured length. In prior units, students used multiplication to find the area of a figure, and they solved two-step problems using multiplication and division. **Current Learning:** Students find perimeter of figures. They solve real-world problems involving perimeter. They identify relationships between perimeter and area. They solve real-world problems involving length measurements. **Future Learning:** In grade 4, students learn perimeter and area formulas. They apply area and perimeter formulas for rectangles in real-world and mathematical problems.

Trimester 3, Unit 12- Measurement and Data (17 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.MD.A.2, 3.MD.A.1, 3.MD.B.3, 3.MD.B.4	How can I measure and record data?	**MP Attend to Precision** **Prior Learning:** In grade 2, students measured and compared lengths. They told time to the nearest 5 minutes. They collected and displayed data using picture graphs, bar graphs, and line plots. **Current Learning:** Students measure, estimate, and solve problems with liquid volume and mass. They tell time to the nearest minute and measure time intervals in minutes. They draw and solve problems using scaled picture graphs and scaled bar graphs. Students measure lengths to the nearest half inch and quarter inch. They display measurement data on line plots. Add dot plot **Future Learning:** In grade 4, students relate metric and customary units of weight and capacity. They convert units of time. They solve problems that involve units of measure. They interpret and solve problems with data on a line plot.

Revised February 11, 2025

Trimester 3, Unit 13- Describe and Analyze 2-Dimensional Shapes (8 days)

Common Core Standards/ Content to Be Learned	Essential Questions/ Instructional Questions	Mathematical Practices/Prior Learning, Current Learning and Future Learning
3.G.A.1	How can I identify, classify, and draw 2-dimensional shapes?	**MP Construct Viable Arguments and Critique the Reasoning of Others** **Prior Learning:** In grade 2, students recognized and drew shapes with specified attributes. They identified triangles, quadrilaterals, pentagons, hexagons, and cubes. **Current Learning:** Students understand that shapes in different categories may share attributes and the attributes that shapes share can define a larger category of figures. Students recognize rhombuses, rectangles and squares are examples of quadrilaterals. They draw examples of quadrilaterals given specified attributes or that do not belong to a given subcategory. Add trapezoids **Future Learning:** In grade 4, students identify right triangles and recognize them as their own category. Students classify 2-dimensional figures based on whether they have parallel or perpendicular lines and the size of the angles.

Revised February 11, 2025