

3rd Grade RAMP

Year At A Glance

Key: ■ Major Work □ Supporting Work ● Additional Work

3rd Grade Standard	Foundation al Standard	Guiding Question	Assessment	Item
■ 3.OA.1	□ 2.OA.3	Can my students use addition to find the total number of objects arranged in equal groups?	G3-M1	1
■ 3.OA.1	□ 2.OA.4	Can my students write a repeated addition sentence to express the total number of objects in an array?	G3-M1	2
■ 3.OA.1	□ 2.OA.3	Can my students determine if a number is even or odd & justify it?	G3-M1	3
■ 3.OA.1	■ 2.NBT.2	Can my students count by 2s, 5s, and 10s?	G3-M1	4
■ 3.MD.1	□ 2.MD.7	Can my students tell time to the nearest 5 minutes?	G3-M2	1
■ 3.MD.1 ■ 3.MD.2	■ 2.MD.6	Can my students use a number line to model and solve problems involving lengths?	G3-M2	2
■ 3.MD.2	■ 2.MD.5	Can my students use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units?	G3-M2	3
● 3.NBT.1	■ 2.NBT.4	Can my students compare three-digit numbers?	G3-M2	4
● 3.NBT.2	■ 2.NBT.7	What strategies do my students have for adding and subtracting within 1,000?	G3-M2	5-8
■ 3.MD.5	■ 1.G.2	Can my students combine shapes to create a new shape?	G3-M4	1
■ 3.MD.5	■ 2.MD.1	Can my students measure the length of an object using a ruler?	G3-M4	2
■ 3.MD.6	● 2.G.2	Can my students partition a rectangle into rows and columns and count to find the total number of them?	G3-M4	3
■ 3.NF.2	■ 2.MD.6	Can my students represent a whole number on a number line?	G3-M5	1
□ 3.G.2	● 2.G.3	Can my students partition circles and rectangles into two, three, or four equal shares and describe the shares as halves, thirds, and fourths?	G3-M5	2-4

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□ 3.MD.3	□ 2.MD.10	Can my students solve simple addition and subtraction problems using data from a picture or bar graph?	G3-M6	1
□ 3.MD.3	□ 2.MD.10	Can my students make a picture graph and a bar graph with up to four categories to represent data?	G3-M6	2
□ 3.MD.4	□ 2.MD.9	Can my students measure and record the lengths of several objects to the nearest whole-number?	G3-M6	3
□ 3.MD.4	□ 2.MD.9	Can my students record length measurements on a line plot?	G3-M6	4
● 3.NBT.2	■ 2.OA.2	Can my students fluently add and subtract within 20?	Fluency	1 (30 facts)
● 3.NBT.2	■ 2.OA.2	What strategies are my students using for addition and subtraction?	Fluency	2

(■) Major, (□) Supporting, and (●) Additional Work: [CCSS Where to Focus Mathematics](#)



Version 2, 2021



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are adapted from Go
Math, Illustrative
Mathematics,
EngageNY.org