	Year at a Glance: Math - Gr. 3 Stude	ent Lea	rning C	bjectiv	es Clust	ered by	Unit									
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.		II	nit 1								Unit 4				
	Focus - Explicit Instruction and Assessment			luctory	Unit 2				Un	it 3						
Key	Revisited and Reinforced		Multiplie	ation and	Relating	Area to Mult and Addition	iplication	Inti	roductory Fr	action Conc	epts	Spatia	with			
	Not Addressed in the Unit		Division	Concepts									Opera			
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	
	OPERATIONS and	ALGEBI	RAIC TH	INKING												
3.OA.A.1 A. Represent and solve problems involving multiplication and division. 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 and/or represent a context in which a total number of objects can be expressed as 5 × 7.	WALT interpret products of whole numbers in terms of the number of groups and objects**	1														
3.OA.A.2 A. Represent and solve problems involving multiplication and division. 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 and/or represent a context in which a number of shares or a number of groups can be expressed as 56 + 8.	WALT interpret whole number quotients of whole numbers as the number of objects in each share (or groups) or as the number of shares (or groups) that result from partitioning a total number of objects**	1														
3.OA.A.3 A. Represent and solve problems involving multiplication and division.	WALT use multiplication and division within 100 to solve word problems in situations involving: equal groups, arrays and measurement quantities	1														
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.	WALT use drawings and equations with a symbol for the unknown number to represent multiplication and division word problems within 100	1														
$ \begin{tabular}{ll} {\bf 3.OA.A.4} \\ {\bf A. Represent and solve problems involving multiplication and division.} \\ {\bf 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8\times ?=48, 5=\square \pm 3, 6\times 6=?. \\ \end{tabular} $	WALT determine the unknown whole number in a multiplication or division equation relating three whole numbers **	1														
3.OA.B.5 B. Understand properties of multiplication and the relationship between multiplication and division.	WALT apply properties of operations (commutative property) as strategies to multiply	1														
5. Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by 3	WALT apply properties of operations (distributive property) as strategies to multiply	2														
\times 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.)	WALT apply properties of operations (associative property) as strategies to multiply	2														
3.OA.B.6 B. Understand properties of multiplication and the relationship between multiplication and division. 6. Understand division as an unknown-factor problem. For example, find 32 + 8 by finding the number that makes 32 when multiplied by 8.	WALT a related multiplication problem with an unknown factor can be used to solve a division problem	1														
	WALT multiply and divide within 100 using strategies such as the relationship between multiplication and division, or properties of operations (working towards accuracy and efficiency)	1														

	Year at a Glance: Math - Gr. 3 Stude	ent Lear	rning O	bjectiv	es Clus	tered by	Unit									
CUMENT KEY: WALT (That) indicates a concept. WALT (To) indicates a skill.			Un	it 1		Unit 2						Unit 4				
	Focus - Explicit Instruction and Assessment		Introductory Multiplication and Division Concepts		Introductory Multiplication and Relating Area to Multiplication					nit 3		Spatial Reasoning and Fluency with Operations				
Key	Revisited and Reinforced							Int	oductory Fr	action Conc	epts					
	Not Addressed in the Unit															
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	
3.O.A.C.7 C. Multiply and divide within 100. 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 ×	WALT multiply and divide within 100 using strategies such as the relationship between multiplication and division, or properties of operations (working towards accuracy and efficiency)	1														
5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	WALT multiply and divide within 100 using strategies such as the relationship between multiplication and division or properties of operations (working towards accuracy and efficiency)	2														
	WALT know from memory all products of two one-digit numbers															
	WALT solve simple two-step word problems using the four operations	1														
3.OA.D.8 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 8. Solve two-step word problems using the four operations. Represent	WALT represent two-step word problems using equations with a letter standing for the unknown quantity	1														
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.	WALT assess the reasonableness of answers in two-step word problems using mental computation and estimation strategies including rounding	1														
	WALT solve two-step word problems using the four operations	3, 4														
3.OA.D.9 D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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.	WALT identify arithmetic patterns, including patterns in the addition table or multiplication table, and explain them using properties of operations	1														
	NUMBERS and OP	ERATIO	NS in BA	SE TEN												
3.NBT.A.1 A. Use place value understanding and properties of operations to perform multi-digit arithmetic.4 1. Use place value understanding to round whole numbers to the nearest 10 or 100.	WALT round whole numbers to the nearest 10 or 100, using place value understanding	1, 3, 4														
	WALT add within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (working towards accuracy and efficiency)	2, 3														
3.NBT.A.2 A. Use place value understanding and properties of operations to perform multi-digit arithmetic.4	WALT subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction (working towards accuracy and efficiency)	2, 3														
Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	WALT add within 1000 with accuracy and efficiency using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	4														
	WALT subtract within 1000 with accuracy and efficiency using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction	4														
3.NBT.A.3 A. Use place value understanding and properties of operations to perform multi-digit arithmetic.4 3. 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.	WALT multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 using strategies based on place value and properties of operations	2														

DOCUMENT VEV. WALT (That) Protection	Year at a Glance: Math - Gr. 3 Stude	ent Lear	rning O	bjectiv	es Clust	tered by	Unit									
DOCUMENT KEY: WALI (That) Indicates a concep	VALT (That) indicates a concept. WALT (To) indicates a skill.			it 1	Unit 2								Un	it 4		
	Focus - Explicit Instruction and Assessment		Introd	uctory	Relating Area to Multiplication					it 3		Spatial Reasoning and Fluency wi				
Key	Revisited and Reinforced		Multiplic Division	ation and Concepts		and Addition	ı	Intr	oductory Fr	action Conc	epts	Spatial Reasoning and Fluency Wi Operations				
	Not Addressed in the Unit															
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	
	NUMBER and OPE	RATION	S - FRAC	TIONS												
	WALT partition shapes into parts with equal areas	3														
3.NF.A.1	WALT express the area of each part as a unit fraction of the whole	3														
A. Develop understanding of fractions as numbers. 1. 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.	WALT a fraction is a quantity formed when a whole is partitioned into equal parts where a unit fraction (1/b) is the quantity formed by 1 part when a whole is partitioned into b equal parts. (For example, ¼ is the quantity that is formed by 1 part of the 4 total parts when the whole is partitioned into 4 equal parts)	3														
3.NF.A.2.a A. Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent	WALT fractions are numbers and can be found or represented on the number line	3														
fractions on a number line diagram. a. 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 be 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.	WALT represent and recognize 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 and that the endpoint of the part based at 0 locates the number 1/b on the number line	3														
3.NF.A.2.b A. Develop understanding of fractions as numbers. 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction ab on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size ab and that its endpoint locates the number a/b on the number line.	WALT represent and recognize a fraction a/b on a number line diagram by marking off a lengths 1/b from 0 and that its endpoint locates the number a/b on the number line	3														
3.NF.A.3.a A. Develop understanding of fractions as numbers. 3. Explain equivalence of fractions in special cases, and compare	WALT compare fractions by reasoning about their size	3														
Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	WALT two fractions are equivalent (equal) if they are the same size, or the same point on a number line	3														
3.NF.A.3.b A. Develop understanding of fractions as numbers. 3. Explain equivalence of fractions in special cases, and compare	WALT recognize and generate simple equivalent fractions	3														
fractions by reasoning about their size. b. 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.	WALT explain why two fractions are equivalent by using a visual fraction model	3														
3.NF.A.3.c	WALT express whole numbers as fractions	3														
A. Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare	WALT recognize fractions that are equivalent to whole numbers	3														
fractions by reasoning about their size. c. 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.	WALT compare two fractions with the same numerator or the same denominator by reasoning about their size	3														
3.NF.A,3.d A. Develop understanding of fractions as numbers. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. 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.	Note: SLO(s) are not listed in the Grade 3 Math Instructional Unit (consider: 3rd SLO above aligned to 3.NF.A.3.c)	3														

	Year at a Glance: Math - Gr. 3 Stud	ent Lear	ning O	bjectiv	es Clust	ered by	Unit									
DOCUMENT KEY: WALT (That) indicates a concep	t. WALT (To) indicates a skill.		Un	it 1										it 4		
	Focus - Explicit Instruction and Assessment								Ur	nit 3						
Key	Revisited and Reinforced		Multiplic	ation and	Relating	Area to Mult and Addition	iplication 1	Intr	roductory Fr	action Conc	epts	Spatial Reasoning and Fluency with Operations				
	Not Addressed in the Unit		Division	Concepts												
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	
	MEASURE	MENT an	d DATA				•					•				
3.MD.A.1 A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. I. Tell and write time to the nearest minute and measure time intervals.	WALT tell and write time to the nearest minute and measure time intervals in minutes	3														
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.	WALT solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram	3														
3.MD.A.2 A. Solve problems involving measurement and estimation of intervals	WALT measure liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l)	4														
of time, liquid volumes, and masses of objects. 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	WALT estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l)	4														
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.	WALT add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units**	4														
3.MD.B.3 B. Represent and interpret data.	WALT draw a scaled picture graph to represent a data set with several categories	4													,	
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	WALT draw a scaled bar graph to represent a data set with several categories	4														
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.	WALT solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs	4														
3.MD.B.4 B. Represent and interpret data. 4. Generate measurement data by measuring lengths using rulers	WALT generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch	3														
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.	WALT make a line plot showing measurement data, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters	MEASUREMENT and DATA easure time 3														
3.MD.C.5.a C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	WALT a square with side length 1 unit, called "a unit square," is said to have 'one square unit of area	2														
Recognize area as an attribute of plane figures and understand concepts of area measurement. 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.	WALT a unit square can be used to measure area	2														
3.MD.C.5.b C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 5. Recognize area as an attribute of plane figures and understand	WALT area is an attribute of a plane figure	2														
b. 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.	WALT the number of n square units covering a plane figure without gaps or overlaps, determines its area	2														
3.MD.C.6 C. Geometric measurement understand concepts of area and relate area to multiplication and to addition. 6. Measure areas by counting unit squares (square em, square m, square in, square ft, and non-standard units).	WALT measure area by counting unit squares including square cm, square m, square in, square ft, and nonstandard units	2														
2 MD C 7 o	WALT find the area of a rectangle with whole-number side lengths by tiling it	2														

	Year at a Glance: Math - Gr. 3 Stude	ent Lear	rning O	bjectiv	es Clus	tered by	y Unit									
DOCUMENT KEY: WALT (That) indicates a concept	t. WALT (To) indicates a skill.		Un	it 1												
	Focus - Explicit Instruction and Assessment		Introd			Unit 2			Ur	nit 3		Unit 4				
Key	Revisited and Reinforced		Multiplication ar Division Concep		Relating	Area to Mul and Additio	tiplication n	Introductory Fraction Concepts				Spatial Reasoning and Fluency with Operations				
	Not Addressed in the Unit		Division	сопсеры												
NJSLS	SLO	Units	1A	1B	2A	2B	2C	3A	3B	3C	3D	4A	4B	4C	4D	
3.MD.C.7.a C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	WALT show that a tiled area is the same as can be found by multiplying the side lengths	2														
Relate area to the operations of multiplication and addition. 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.	WALT use tiling to show the area of a rectangle with whole-number side lengths, a and b + c, is composed of two additive areas, a \times b and a \times c WALT use area models to represent and explain the distribution property	2														
	by using mathematical reasoning	2								<u> </u>		<u> </u>				
3.MD.C.7.b C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 7. Relate area to the operations of multiplication and addition.	WALT multiply side lengths of rectangles to find areas in the context of real world and mathematical problems	2														
b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	WALT represent whole-number products and rectangular areas	2														
3.MD.C.7.c C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	WALT use tiling to show the area of a rectangle with whole-number side lengths, a and $b+c$, is composed of two additive areas, $a\times b$ and $a\times c$	2														
7. Relate area to the operations of multiplication and addition. c. 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 $a\times b$ and $a\times c$. Use area models to represent the distributive property in mathematical reasoning.	WALT use area models to represent and explain the distribution property by using mathematical reasoning	2														
3.MD.C.7.d C. Geometric measurement: understand concepts of area and relate area	WALT Recognize area as additive by finding areas of rectangles	2														
to multiplication and to addition. 7. Relate area to the operations of multiplication and addition. d. Recognize area as additive. Find areas of rectilinear figures by	WALT recognize area as additive by finding areas of rectilinear figures **	2														
decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	WALT decompose rectilinear figures into non-overlapping rectangles and find their areas to solve real world problems	2														
3.MD.D.8 D. Geometric measurement: recognize perimeter as an attribute of	WALT solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths	4														
plane figures and distinguish between linear and area measures. 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths,	WALT solve real world and mathematical problems involving perimeters of polygons, including finding unknown side lengths when given the	4														
finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	WALT solve real world and mathematical problems involving exhibiting rectangles with the same perimeter/different areas or with the same area/different perimeters	4												g and Fluenc rations		
	GEO	OMETRY	7													
3.G.A.1 A. Reason with shapes and their attributes.	WALT shapes (quadrilaterals) in different categories may share attributes, and that the shared attributes can define a larger category **	4														
Understand that shapes in different categories (e.g., rhombuses, rectangles, 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, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	WALT recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories	4														
3.G.A.2 A. Reason with shapes and their attributes. 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.	WALT a fraction a/b as the quantity formed by a parts, where each part has a size of 1/b. (For example, ¾ is the quantity that is formed by 3 parts of the 4 total parts where each part has a size of ¼.)	3														