	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	How are number patterns used to organize things? How can place value of numbers assist you in comparing and ordering numbers? Why is rounding numbers a more effiecent way to do certain activities that require mental math? Why is it important to know how to count bills and coins?	Investigate Number Patterns Place Value with whole numbers to hundred thousand Compare and Order whole numbers through ten thousand Round Whole Numbers to the Nearest Ten, Hundred, and Thousand Value of Coins and Bills Problem Solving: Four Step Plan (Understand, plan, solve and check) **Vocabulary:** pattern digit place value standard form expanded form word form < less than > greater than = equal to round bill dollar	Describes and extends patterns Demonstrates skip counting by 25's, 50's, and 100's to 1.000 Identifies place value of whole numbers through ten thousand Uses the symbols <,>, or = to compare numbers Demonstrates place value by ordering numbers through ten thousand Differentiates the value of numbers in the base ten system (10 ones =1 ten) Estimates numbers to the tens, hundreds and thousands Finds the value of coins and bills Applies appropriate strategies when solving word problems		**MST3-3.N.1** **MST3-3.N.2** **MST3-3.N.3** **MST3-3.N.4** **MST3-3.N.25** **MST3-3.N.26** **MST3-3.N.27** **MST3-3.A.1** **MST3-3.A.2** **MST3-3.PS.3** **MST3-3.M.7**	

Unit 2	How is addition with regrouping different from addition without regrouping? Why is it helpful to know how to estimate when you are buying items in a store?	Addition of Whole Numbers Add two- and three-digit numbers Add Numbers in the Thouands Place Estimate Sums Addition of dollars and cents Odd and Even Numbers Problem Solving: Four Step Plan **Vocabulary:** Associative Property Of Addition Commutative Property of Addition Identity Property of Addition Regroup Estimate Odd Even	Uses addition properties to add whole numbers Regroups ones place to add two-digit numbers Solves addition of three- and four-digit numbers with regrouping Estimates sums using rounding Uses addition to add dollars and cents Identifies odd and even numbers Applies appropriate strategies when solving problems		**MST3-3.PS.3** **MST3-3.PS.8** **MST3-3.N.18** **MST3-3.N.25** **MST3-3.N.26** **MST3-3.N.27** **MST3-3.N.16** **MST3-3.N.17** **MST3-3.N.6** **MST3-3.N.9**
Unit 3	How is subtraction with regrouping different from subtraction without regrouping? Why is knowing how to estimate differences useful when subtracting?	Two-Digit and Three-Digit Subtraction without Regrouping Two-, Three-, and Four-Digit Subtraction with Regrouping Subtraction Across Zero Estimating	Applies strategies to subtract two-, three-, and four-digit numbers Applies strategies to subtract greater numbers by regrouping Explains the steps for subtraction across zeros Recognizes the steps to estimate differences		**MST3-3.N.5** **MST3-3.N.18** **MST3-3.N.25** **MST3-3.N.26** **MST3-3.N.27** **MST3-3.PS.20**

		Differences Subtraction with Money Problem Solving: Addition or Subtraction **Vocabulary:** difference	Demonstrates that subtraction is needed to make change from money Applies appropriate strategies when solving word problems		

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	Why do you use multiplication? How do you use multiplication in your life? Why do you use division? How do you use division in your life?	Multiplication: Relating Multiplication to Addition Arrays and Multiplication Multiply by zero, one, two, four, five and ten Multiply by three, six, seven, eight, nine, eleven, and twelve Division: Relating Division to Subtraction Relating Division to Multiplication Divide by zero, one, two, five, and ten Divide by three, four, six, seven, eight, nine, eleven, and twelve Problem Solving: Multiplication and Division **Vocabulary:** Array Commutative Property of Multiplication Factor Identity Property Of Multiplication Multiplication Multiply Product Zero Property of Multiplication	Compares addition of equal numbers to multiplication of those numbers Uses the area model, tables, patterns, arrays and doubling to provide meaning for multiplication Compares subtraction of equal numbers to division of those numbers Applies the use of fact families to relate multiplication to division Applies appropriate strategies when solving word problems		MST3-3.PS.3 MST3-3.PS.6 MST3-3.PS.19 MST3-3.PS.20 MST3-3.N.6 MST3-3.N.8 MST3-3.N.19 MST3-3.N.20 MST3-3.N.21 MST3-3.N.22 MST3-3.N.23	

		Divide Dividend Division Divisor Quotient			
Unit 5	Why is knowing how to tell time so important? How can graphs and charts help you to visualize data? When do you use probability in your life?	Tell Time Elapsed Time Pictographs and Bar Graphs Probability Problem Solving: Choose a Strategy **Vocabulary:** digital clock analog clock elapsed tally chart graph survey bar graph pictograph probability	Tells time to the hour, half-hour, quarter-hour, and minute Computes how much time has elapsed Interprets data in pictographs Collects, organizes, and displays data in pictographs Interprets data in bar graphs Collects, organizes, and displays data in bar graphs Identifies the probability of an event Identifies the best strategy to solve a problem		MST3-3.M.8 MST3-3.M.9 MST3-3.PS.15 MST3-3.CM.4 MST3-3.CM.5 MST3-3.S.1 MST3-3.S.2 MST3-3.S.3 MST3-3.S.4 MST3-3.S.5 MST3-3.S.7 MST3-3.S.8

Unit 6	Topics: Ordered Pairs Geometry					

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7	Topics: Fractions Measurement					
Unit 8	Topics: Capacity and Weight					
Unit 9	Multiplication of two digit by one-digit Multiplication of three-digit by one-digit Division with regrouping					

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	Continue Division with regrouping Decimals					

Key to Standards used in this Map

MST3-3.PS.3 [3 occurences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.3 - interpret information correctly, identify the problem, and generate possible solutions [Grade 3]

MST3-3.PS.6 [1 occurence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.6 - translate from a picture/diagram to a numeric expression [Grade 3]

MST3-3.PS.8 [1 occurence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.8 - select an appropriate representation of a problem [Grade 3]

MST3-3.PS.15 [1 occurence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.15 - make charts to solve numerical problems [Grade 3]

MST3-3.PS.19 [1 occurence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.19 - state a problem in their own words [Grade 3]

MST3-3.PS.20 [2 occurences] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.20 - determine what information is needed to solve a problem [Grade 3]

MST3-3.CM.4 [1 occurence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 3.CM.4 - organize and accurately label work [Grade 3]

MST3-3.CM.5 [1 occurence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 3.CM.5 - share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form [Grade 3]

MST3-3.N.1 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.1 - skip count by 25's, 50's, 100's to 1,000 [Grade 3]

MST3-3.N.2 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.2 - read and write whole numbers to 1,000 [Grade 3]

MST3-3.N.3 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.3 - compare and order numbers to 1,000 [Grade 3]

MST3-3.N.4 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.4 - understand the place value structure of the base ten number system: 10 ones = 1 ten, 10 tens = 1 hundred, 10 hundreds = 1 thousand [Grade 3]

MST3-3.N.5 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.5 - use a variety of strategies to compose and decompose three-digit numbers [Grade 3]

MST3-3.N.6 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.6 - use and explain the commutative property of addition and multiplication [Grade 3]

MST3-3.N.8 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.8 - use the zero property of multiplication [Grade 3]

MST3-3.N.9 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.9 - understand and use the associative property of addition [Grade 3]

MST3-3.N.16 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 3.N.16 - identify odd and even numbers [Grade 3]

MST3-3.N.17 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 3.N.17 - develop an understanding of the properties of odd/even numbers as a result of addition or subtraction [Grade 3]

MST3-3.N.18 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.18 - use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping) [Grade 3]

MST3-3.N.19 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.19 - develop fluency with single-digit multiplication facts [Grade 3]

MST3-3.N.20 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.20 - use a variety of strategies to solve multiplication problems with factors up to 12 x 12 [Grade 3]

MST3-3.N.21 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.21 - use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication [Grade 3]

MST3-3.N.22 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.22 - demonstrate fluency and apply single-digit division facts [Grade 3]

MST3-3.N.23 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.23 - use tables, patterns, halving, and manipulatives to provide meaning for division [Grade 3]

MST3-3.N.25 [3 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.25 - estimate numbers up to 500 [Grade 3]

MST3-3.N.26 [3 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.26 - recognize real world situations in which an estimate (rounding) is more appropriate [Grade 3]

MST3-3.N.27 [3 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.27 - check reasonableness of an answer by using estimation [Grade 3]

MST3-3.A.1 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 3.A.1 - use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions [Grade 3]

MST3-3.A.2 [1 occurence] - MST Standard 3 - Algebra Strand - Students will recognize, use, and represent algebraically patterns, relations, and functions. [Patterns, Relations and Functions] - Performance Indicator 3.A.2 - describe and extend numeric (+, -) and geometric patterns [Grade 3]

MST3-3.M.7 [1 occurence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 3.M.7 - count and represent combined coins and dollars, using currency symbols ($0.00) [Grade 3]

MST3-3.M.8 [1 occurence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 3.M.8 - relate unit fractions to the face of the clock [Grade 3]

MST3-3.M.9 [1 occurence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 3.M.9 - tell time to the minute, using digital and analog clocks [Grade 3]

MST3-3.S.1 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 3.S.1 - formulate questions about themselves and their surroundings [Grade 3]

MST3-3.S.2 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 3.S.2 - collect data using observation and surveys, and record appropriately [Grade 3]

MST3-3.S.3 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.3 - construct a frequency table to represent a collection of data [Grade 3]

MST3-3.S.4 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.4 - identify the parts of pictographs and bar graphs [Grade 3]

MST3-3.S.5 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.5 - display data in pictographs and bar graphs [Grade 3]

MST3-3.S.7 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 3.S.7 - read and interpret data in bar graphs and pictographs [Grade 3]

MST3-3.S.8 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 3.S.8 - formulate conclusions and make predictions from graphs [Grade 3]