3rd Grade Priority Instructional Content

Addressing Unfinished Learning after COVID School Closures

Scope and Sequence

2nd Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 10 Days	M1. Sums and Differences to 100	2.NBT.5, 2.OA.1, 2.OA.2
	1st Trimester – 12 Days	M2. Addition and Subtraction of Length Units	2.MD.1, 2.MD.2 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6
	1st Trimester – 25 Days	M3. Place Value, Counting, and Comparison of Numbers to 1000	2.NBT.1, 2.NBT.2 2.NBT.3, 2.NBT.4
2nd TRIMESTER	1st & 2nd Trimester – 35 Days	M4. Addition and Subtraction Within 200 with Word Problems to 100	2.OA.1, 2.NBT.5, 2.NBT.6 2.NBT.7 2.NBT.8, 2.NBT.9
	2nd Trimester – 24 Days	M5. Addition and Subtraction Within 1000 with Word Problems to 100	2.NBT.7, 2.NBT.8 2.NBT.9
	3rd Trimester – 24 Days	M6. Foundations of Multiplication and Division	2.OA.3, 2.OA.4 2.G.2
3rd TRIMESTER	2nd & 3rd Trimester – 30 Days	M7. Problem Solving with Length, Money, and Data	2.NBT.5, 2.MD.1, 2.MD.2 2.MD.3, 2.MD.4, 2.MD.5, 2.MD.6 2.MD.8, 2.MD.9, 2.MD.10
	3rd Trimester – 20 Days	M8. Time, Shapes and Fractions as Equal Parts of Shapes	2.G.1, 2.G.3 2.MD.7

Priority Standards = Approximately 70%
Supporting Standards = Approximately 20%
Additional Standards = Approximately 10%

3rd Grade

Eureka Module Scope and Sequence

1st TRIMESTER	1st Trimester – 25 Days	M1. Properties of Multiplication and Division and Solving Problems with Units 2-5 and 10	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6 3.OA.7, 3.OA.8, 3.OA.9
	1st Trimester – 25 Days	M2. Place Value and Problem Solving with Units of Measure	3.NBT.1, 3.NBT.2 3.MD.1, 3.MD.2
2nd TRIMESTER	1st & 2nd Trimester – 25 Days	M3. Multiplication and Division with Units of 0, 6-9 and Multiples of 10	3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9 3.NBT.3
	2nd Trimester – 20 Days	M4. Multiplication and Area	3.MD.5, 3.MD.6 3.MD.7
	2nd & 3rd Trimester – 35 Days	M5. Fractions as Numbers on the Number Line	3.G.2, 3.MD.4 3.NF.1, 3.NF.2, 3.NF.3
3rd TRIMESTER	3rd Trimester – 10 Days	M6. Collecting and Displaying Data	3.MD.3, 3.MD.4
	3rd Trimester – 40 Days	M7. Geometry and Measurement Word Problems	3.OA.8 3.G.1, 3.MD.4 3.MD.8

Priority Standards = Approximately 70%   Supporting Standards = Approximately 20%   Additional Standards = Approximately 10%

Classroom Implications:

Students may have had limited practice with equal groups, measurement and shapes.

Before Module 1, Formatively Diagnostic Assess 2.OA.4

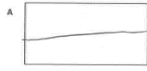Before Module 2, Formatively Diagnostic Assess 2.MD.6 and 2.MD.7
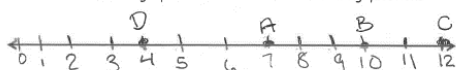
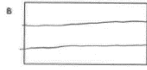Before Module 5, Formatively Diagnostic Assess 2.G.3

2.G.3

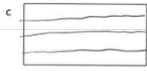1) Use lines to partition each rectangle:

A) Into 2 shares

B) Into 3 shares

C) Into 4 shares

2) Partition each whole circle into equal shares of 2 halves, 3 thirds, and 4 fourths.

2 halves   3 thirds   4 fourths

Considerations for Addressing PRIORITY Grade-Level Content	
The clusters and standards listed in this table name the priority instructional content for grade 3. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	**Considerations**
3.OA.A	Multiplication and division concepts and problem solving. Students may need extra support to see row and column structure in arrays of objects. Time spent on instruction and practice should NOT be reduced.
3.OA.B 3.OA.C	*Incorporate* additional practice with double-digit sums (2.NBT.B.5) to support the grade 3 multiplication work with the properties of operations, especially the distributive property.
3.OA.D.8	Two-step word problems using the four operations, as detailed in this standard. Time spent on instruction and practice should NOT be reduced.
3.NF.A	*Emphasize* the concept of unit fraction as the basis for building fractions. *Prioritize* the number line as a representation to develop students' understanding of fractions as numbers by foregrounding the magnitude, location, and order of fractions among whole numbers (3.NF.A.2)

Considerations for Addressing REMAINING Grade-Level Content	
The clusters and standards listed in this table represent the remainder of grade 3 grade-level content. The right-hand column contains approaches to shifting how time is dedicated to the clusters and standards in the left-hand column.	
Clusters/ Standards	Considerations
3.OA.D.9*	*Eliminate* lessons or problems on arithmetic patterns.
3.NBT.A.1	*Combine lessons on rounding in order to reduce the amount of time spent on rounding numbers. Limit the amount of required student practice.*
3.NBT.A.2	*Addition and subtraction within 1000. Time spent on instruction and practice should not exceed what would be spent in a typical year.*
3.NBT.A.3	*Combine lessons in order to reduce time spent multiplying by multiples of 10. Emphasize the connection to single-digit products and tens units.*
3.MD.A*	*Combine lessons in order to reduce the amount of time spent on time, volume, and mass. Reduce the amount of required student practice.*
3.MD.B.3	*Eliminate lessons on creating scaled graphs. Integrate a few problems with scaled graphs only as settings for multiplication word problems (3.OA.A.3) and two-step word problems (3.OA.8).*
3.MD.B.4	*Eliminate any lessons or problems that do not strongly reinforce the fraction work of this grade (3.NF.A). Incorporate foundational work measuring with rulers (2.MD.A) to support entry into generating fractional measurement data in grade 3.*
3.MD.C*	*Emphasize enduring concepts of geometric measurement (iterating a unit with no gaps or overlaps) (3.MD.C.5) and students using area models to support their mathematical explanations involving the distributive property for products (3.MD.C.7c). Combine lessons in order to reduce the amount of time spent on measuring area and limit the amount of required student practice.*
3.MD.D	*Integrate a few problems on perimeter into work on area (3.MD.C).*
3.G.A.1	*Combine lessons on shapes and their attributes in order to reduce the amount of time spent on this standard.*
3.G.A.2	*Eliminate separate geometry lessons on partitioning shapes.*