

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards	
Number & Operations in Base Ten (Number & Operations in Base Ten 3.NBT.1 – 3.NBT.3)	1	Rounding to the Nearest 10	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	2	Rounding to the Nearest 10			
	3	Rounding to the Nearest 100			
	4	Rounding to the Nearest 100			
	E1	Evaluation - Rounding to the Nearest 10 or 100			
	5	Rounding to the Nearest 10	3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	6	Rounding to the Nearest 100			
	7	Rounding to the Nearest 10 or 100			
	8	Rounding to the Nearest 10 or 100			
	E2	Evaluation - Rounding to the Nearest 10 and 100			
	P1	Performance Lesson #1 – Round it Off (3.NBT.1)			
	9	Addition Strategies	3.NBT.2 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	10	Addition Strategies			
	11	Addition Strategies			
	12	Addition Strategies			
	E3	Evaluation - Addition Strategies			
	13	Subtraction Strategies	3.NBT.2 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	14	Subtraction Strategies			
	15	Subtraction Strategies			
	16	Subtraction Strategies			
	E4	Evaluation - Subtraction Strategies			
	17	Addition Properties	3.NBT.2 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	18	Addition Properties			
	19	Addition Properties			
	20	Addition Properties			
	E5	Evaluation - Addition Properties			
	P2	Performance Lesson #2 – Addition & Subtraction Strategies (3.NBT.2)			
	21	Multiply One-digit Numbers by Multiples of 10	3.NBT.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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
22	Multiply One-digit Numbers by Multiples of 10				
23	Multiply One-digit Numbers by Multiples of 10				
24	Multiply One-digit Numbers by Multiples of 10				
E6	Evaluation - Multiply One-digit Numbers by Multiples of 10				

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards	
Operations and Algebraic Thinking (Operations and Algebraic Thinking Standards 3.OA.1 – 3.OA.9)	1	Products of Whole Numbers	3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	2	Products of Whole Numbers			
	3	Products of Whole Numbers			
	4	Products of Whole Numbers			
	E1	Evaluation - Products of Whole Numbers			
	5	Quotients of Whole Numbers	3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	6	Quotients of Whole Numbers			
	7	Quotients of Whole Numbers			
	8	Quotients of Whole Numbers			
	E2	Evaluation - Quotients of Whole Numbers			
	9	Representing Word Problems	3.OA.3 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.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	10	Representing Word Problems			
	11	Representing Word Problems			
	12	Representing Word Problems			
	E3	Evaluation - Representing Word Problems			
	13	Relating Three Whole Numbers	3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	14	Relating Three Whole Numbers			
	15	Relating Three Whole Numbers			
	16	Relating Three Whole Numbers			
	E4	Evaluation - Relating Three Whole Numbers			
	P3	Performance Lesson #3 – Products & Quotients (3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4)			
	17	Properties of Multiplication	3.OA.5: Apply properties of operations as strategies to multiply and divide.2 <i>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 $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	18	Properties of Multiplication			
	19	Properties of Multiplication			
	20	Properties of Multiplication			
	E5	Evaluation - Properties of Multiplication			
	21	Inverse Operations	3.OA.6 Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	22	Inverse Operations			
	23	Inverse Operations			
	24	Inverse Operations			
E6	Evaluation - Inverse Operations				

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards	
Operations and Algebraic Thinking (Operations and Algebraic Thinking Standards 3.OA.1 – 3.OA.9)	25	Strategies for Multiplication Facts	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	26	Strategies for Multiplication Facts			
	27	Strategies for Multiplication Facts			
	28	Strategies for Multiplication Facts			
	E7	Evaluation - Strategies for Multiplication Facts			
	29	Strategies for Multiplication Facts	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	30	Strategies for Multiplication Facts			
	31	Strategies for Multiplication Facts			
	32	Strategies for Multiplication Facts			
	E8	Evaluation - Strategies for Multiplication Facts			
	P4	Performance Lesson #4 – Properties & Strategies (3.OA.5, 3.OA.6, 3.OA.7)			
	33	Solve Two-step Problems	3.OA.8: Solve two-step word problems using the four operations. Represent 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.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	34	Solve Two-step Problems			
	35	Solve Two-step Problems			
	36	Solve Two-step Problems			
E9	Evaluation - Solve Two-step Problems				
37	Identify & Explain Arithmetic Patterns	3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>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.</i>	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.3: Offering opinions and negotiating with/persuading others. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.		
38	Identify & Explain Arithmetic Patterns				
39	Identify & Explain Arithmetic Patterns				
40	Identify & Explain Arithmetic Patterns				
E10	Evaluation - Identify & Explain Arithmetic Patterns				
P5	Performance Lesson #5 – Equations & Patterns (3.OA.8, 3.OA.9)				
Measurement and Data (Measurement & Data Standards 3.MD.1 – 3.MD.8)	1	Time Telling	3.MD.1: Tell and write time to the nearest minute and measure time intervals 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.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	2	Elapsed Time			
	3	Elapsed Time Using a Number Line			
	4	Elapsed Time Using a Number Line			
	E1	Evaluation - Telling Time			
	5	Liquid Volume – Liters and Milliliters	3.MD.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 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.7	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	6	Liquid Volume – Liters and Milliliters			
	7	Mass – Grams and Kilograms			
	8	Mass – Grams and Kilograms			
	E2	Evaluation - Problems Involving Mass & Liquid Volume			

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards	
Measurement and Data (Measurement and Data Standards 3.MD.1 – 3.MD.8)	9	Drawing Picture Graphs	3.MD.3: 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 more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard.	
	10	Drawing Picture Graphs			
	11	Drawing Bar Graphs			
	12	Drawing Bar Graphs			
	E3	Evaluation - Scaled Bar and Picture Graphs			
	13	Measuring to the Nearest Half & Quarter Inch	3.MD.4: Generate measurement data by measuring lengths using rulers 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.	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	14	Measuring to the Nearest Half & Quarter Inch			
	15	Representing Measurement Data on a Line Plot			
	16	Representing Measurement Data on a Line Plot			
	E4	Evaluation - Linear Measurement and Line Plots			
	P6	Performance Lesson #6 – Gathering & Displaying Measures (3.MD.1, 3.MD.2, 3.MD.3, 3.MD.4)			
	17	Understanding Area – Square Units	3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement. 3.MD.5a: 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. 3.MD.5b: 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.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	18	Understanding Area – Square Units			
	19	Understanding Area – Square Units			
	20	Understanding Area – Square Units			
	E5	Evaluation - Understanding Area – Square Units			
	21	Understanding Area – Square Units	3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	22	Understanding Area – Square Feet			
	23	Understanding Area – Square Centimeters			
	24	Understanding Area – Square Meters			
	E6	Evaluation - Understanding Area – Different Unit Measures			
	25	Relate Area – Multiplying Side Lengths	3.MD.7: Relate area to the operations of multiplication and addition. 3.MD.7a: 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.	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	26	Relate Area – Multiplying Side Lengths			
	27	Relate Area – Multiplying Side Lengths			
	28	Relate Area – Multiplying Side Lengths			
	E7	Evaluation - Relate Area – Multiply Side Lengths			
	P7	Performance Lesson #7 – All About Area (3.MD.5, 3.MD.6, 3.MD.7)			
	29	Relate Area – Solve Real World Problems	3.MD.7: Relate area to the operations of multiplication and addition. 3.MD.7b: 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.	ELD.PI.3.5: Listening actively and asking/answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	30	Relate Area – Solve Real World Problems			
	31	Relate Area – Solve Real World Problems			
	32	Relate Area – Solve Real World Problems			
	E8	Evaluation - Relate Area – Solve Real World Problems			

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards	
Measurement and Data (Measurement and Data Standards 3.MD.1 – 3.MD.8)	33	Relate Area – Distributive Property	3.MD.7: Relate area to the operations of multiplication and addition. 3.MD.7c: 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	34	Relate Area – Distributive Property			
	35	Relate Area – Distributive Property			
	36	Relate Area – Distributive Property			
	E9	Evaluation - Relate Area – Distributive Property			
	37	Decomposing Rectilinear Figures	3.MD.7: Relate area to the operations of multiplication and addition. 3.MD.7d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard.	
	38	Decomposing Rectilinear Figures			
	39	Decomposing Rectilinear Figures			
	40	Decomposing Rectilinear Figures			
	E10	Evaluation - Decomposing Rectilinear Figures			
P8	Performance Lesson #8 – Area Problem Solving (3.MD.7)				
Measurement and Data (Measurement and Data Standards 3.MD.1 – 3.MD.8)	41	Perimeter of Polygons	3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	42	Perimeter of Polygons – Finding Missing Side Lengths			
	43	Rectangles – Same Perimeter vs. Different Area			
	44	Rectangles – Same Perimeter vs. Different Area			
	E11	Evaluation - Perimeter and Area Connections			
	P9	Performance Lesson – Around the Perimeter (3.MD.8)			
Number & Operations – Fractions (Number & Operations – Fractions Standards 3.NF.1, 3.NF.2a-b, 3.NF.3a-d)	1	Understand Fractions as Part of a Whole	3.NF.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 $1/b$.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	2	Understand Fractions as Part of a Whole			
	3	Understand Fractions as Part of a Whole			
	4	Understand Fractions as Part of a Whole			
	E1	Evaluation - Fractions as Part of a Whole			
	5	Fractions on a Number Line	3.NF.2a: 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 b 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.	
	6	Fractions on a Number Line			
	7	Fractions on a Number Line	3.NF.2b: Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		
	8	Fractions on a Number Line			
	E2	Evaluation - Fractions on a Number Line	3.NF.2a, 3.NF.2b		
	P10	Performance Lesson #10 – Modeling Fractions (3.NF.1, 3.NF.2a, 3.NF.2b)			
	Number & Operations – Fractions (Number & Operations – Fractions Standards 3.NF.1, 3.NF.2a-b, 3.NF.3a-d)	9	Understand Equivalent Fractions	3.NF.3a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.
		10	Understand Equivalent Fractions		
		11	Equivalent Fractions & Whole Numbers	3.NF.3c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	
		12	Equivalent Fractions & Whole Numbers		
E3		Evaluation - Equivalent Fractions & Whole Numbers	3.NF.3a, 3.NF.3c		

Common Core Standards Plus – Mathematics – Grade 3 with Common Core ELD Standard Alignment

Domain	Lesson	Focus	Standard(s)	ELD Standards
Number & Operations – Fractions	13	Simple Equivalent Fractions		
	14	Simple Equivalent Fractions		
	15	Simple Equivalent Fractions		
	16	Simple Equivalent Fractions		
	E4	Evaluation - Simple Equivalent Fractions		
	17	Comparing Fractions	3.NF.3d 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.	ELD.PI.3.1: Exchanging information/ideas via oral communication and conversations. ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.
	18	Comparing Fractions		
	19	Comparing Fractions		
	20	Comparing Fractions		
	E5	Evaluation - Comparing Fractions		
	P11	Performance Lesson #11 – Is It Equivalent? (3.NF.3a, 3.NF.3b, 3.NF.3c, 3.NF.3d)		
Geometry (Geometry Standards: 3.G.1 – 3.G.2)	1	Recognizing & Categorizing Shapes	3.G.1 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.	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.
	2	Recognizing & Categorizing Shapes		
	3	Recognizing & Categorizing Shapes		
	4	Recognizing & Categorizing Shapes		
	E1	Evaluation - Recognizing & Categorizing Shapes		
	5	Partition Shapes and Express Area as a Unit Fraction	3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>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.</i>	ELD.PI.3.5: Listening actively and asking/ answering questions about what was heard. ELD.PI.3.10: Composing/writing literary and informational texts.
	6	Partition Shapes and Express Area as a Unit Fraction		
	7	Partition Shapes and Express Area as a Unit Fraction		
	8	Partition Shapes and Express Area as a Unit Fraction		
	E2	Evaluation - Partition Shapes and Express Area as a Unit Fraction		
P12	Performance Lesson #12 – Shapes, Attributes, and Area (3.G.1, 3.G.2)			