

**Cobb County School District  
2024-2025**



**3<sup>rd</sup> Grade Mathematics Teaching & Learning Framework**

Semester 1				Semester 2				
Unit 1 3 weeks	Unit 2 6 weeks	Unit 3 4 weeks	Unit 4 5 weeks	Unit 5 3 weeks	Unit 6 5 weeks	Unit 7 4 weeks	Unit 8 3 weeks	Unit 9 3 weeks
<b>Building a Strong Foundation</b> 3.NR.1 3.PAR.2 3.MDR.5	<b>Exploring Multiplication</b> 3.PAR.3 3.MDR.5 3.GSR.7	<b>Relating Multiplication to Division</b> 3.PAR.3 3.MDR.5	<b>Place Value, Addition and Subtraction up to 10,000</b> 3.NR.1 3.PAR.2 3.MDR.5	<b>Two-Step Problems and Time</b> 3.PAR.2,3 3.MDR.5	<b>Fractions as Numbers</b> 3.NR.4	<b>Connecting Length, Perimeter, and Area</b> 3.GSR.7,8 3.PAR.3 3.MDR.5	<b>Two-Dimensional Shapes</b> 3.GSR.6	<b>Culminating Capstone Unit</b>
3.NR.1.1 (Read and write multi-digit numbers up to 1,000) 3.NR.1.2 (Compare numbers up to 1,000) 3.PAR.2.1 (Fluently add and subtract within 1,000) 3.MDR.5.1 (Analyze graphs) 3.MDR.5.4 (Measure lengths to the whole inch) 3.MDR.5.5 (Estimate and measure lengths)	3.PAR.3.1 (Numeric patterns) 3.PAR.3.2 (Multiplication strategies) 3.PAR.3.3 (Properties of operations) 3.PAR.3.4 (Meaning of the equal sign) 3.PAR.3.6 (Multiplication word problems within 100) 3.GSR.7.1 (Investigate area) 3.GSR.7.2 (Determine area by tiling and counting) 3.MDR.5.5 (Estimate and measure volumes, and masses)	3.PAR.3.2 (Multiplication/division strategies) 3.PAR.3.3 (Properties of operations) 3.PAR.3.5 (Multiplying by multiples of 10) 3.PAR.3.6 (Multiplication & division word problems within 100 using strategies) 3.PAR.3.7 (Multiplication and division within 100 using equations) 3.MDR.5.5 (Estimate and measure volumes, and masses)	3.NR.1.1 (Read and write multi-digit numbers up to 10,000) 3.NR.1.2 (Compare numbers up to 10,000) 3.NR.1.3 (Round to the nearest 10 or 100) 3.PAR.2.1 (Fluently add and subtract within 1,000) 3.PAR.2.2 (Add/sub word problems within 10,000) 3.MDR.5.1 (Analyze graphs)	3.PAR.2.1 (Fluently add and subtract within 1,000 to solve problems) 3.PAR.3.7 (x/÷ equations with a variable) 3.MDR.5.2 (Tell and write time to the nearest minutes) 3.MDR.5.3 (Solve problems using elapsed time)	3.NR.4.1 (Describe a unit fraction) 3.NR.4.2 (Compare two-unit fractions) 3.NR.4.3 (Represent fractions) 3.NR.4.4 (Recognize and generate equivalent fractions)	3.MDR.5.4 (Use rulers to measure length) 3.MDR.5.5 (Estimate and measure lengths) 3.GSR.8.1 (Perimeter of a polygon) 3.GSR.8.2 (Relationship between area and perimeter) 3.GSR.7.2 (Area of rectangles by tiling and counting) 3.GSR.7.3 (Area using multiplication) 3.PAR.3.7 (Multiplication and division within 100) 3.MDR.5.1 (Analyze graphs)	3.GSR.6.1 (Line segments and right angles) 3.GSR.6.2 (Classify, compare, contrast polygons & analyze 3D figures) 3.GSR.6.3 (Lines of symmetry)  3.PAR.2 (Add/sub word problems within 10,000) 3.MDR.5 (Solve measurement problems) 3.NR.4 (Recognize and generate equivalent fractions) 3.NR.1 (Read and write multi-digit numbers up to 10,000)	<b>All standards.</b>

Units contain tasks that depend upon the concepts addressed in earlier units. Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

The [Framework for Statistical Reasoning](#), [Mathematical Modeling Framework](#), and the [K-12 Mathematical Practices](#) should be taught throughout the units.

**Key for Course Standards:** NR: Numerical Reasoning, PAR: Patterning & Algebraic Reasoning, GSR: Geometric & Spatial Reasoning