Grade 3 Mathematics Year At-A-Glance

Overview

How can students use mathematics to organize and make sense of their world? Students deepen their understanding of number and quantity as they transition from additive to multiplicative thinking. Meaningful exploration and representations are provided to help students see the relationship between addition and multiplication and work with the inverse relationship between multiplication and division.

Quarter 1	**Unit 0 Building a Mathematical Community Through the Data Cycle (about 9 days)**	**Unit 1: Multiplication and Division Part 1 (about 21 days)**	**Unit 2: Multiplication and Division Part 2 (about 16 days)**	**Begin Unit 3: Data (about 3 days)**
Quarter 2	**Complete Unit 3: Data (about 8 days)**	**Unit 4: Place Value, Addition and Subtraction (about 30 days)**	**Begin Unit 5: Fractions (about 4 days)**	
Quarter 3	**Complete Unit 5: Fractions (about 26 days)**	**Unit 6: Measurement and Time (about 12 days)**	**Begin Unit 7: Area, Perimeter, and Geometry (about 4 days)**	
Quarter 4	**Complete Unit 7: Area, Perimeter, and Geometry (about 14 days)**	**SOL Review and Post SOL Reteaching (about 32 days)**		

** 3.CE.2f should be addressed throughout the year.

Updated: Tuesday, July 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 1	Unit 0: Building a Mathematical Community Through the Data Cycle	About 9 days	3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs.
	Unit 1: Multiplication and Division Part 1	About 21 days	3.CE.2 The student will recall with automaticity multiplication and division facts through 10 × 10; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers.
	Unit 2: Multiplication and Division Part 2	About 16 days	3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to $5.00. 3.CE.2 The student will recall with automaticity multiplication and division facts through 10 × 10; and represent, solve, and justify solutions to single-step contextual problems using multiplication and division with whole numbers.
	Begin Unit 3: Data	About 3 days	3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs.

** 3.CE.2f should be addressed throughout the year.

Updated: Tuesday, July 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 2	**Complete Unit 3: Data**	About 8 days	3.PS.1 The student will apply the data cycle (formulate questions; collect or acquire data; organize and represent data; and analyze data and communicate results) with a focus on pictographs and bar graphs.
	Unit 4: Place Value, Addition, and Subtraction	About 30 days	3.NS.1 The student will use place value understanding to read, write, and determine the place and value of each digit in a whole number, up to six digits, with and without models. 3.NS.2 The student will demonstrate an understanding of the base 10 system to compare and order whole numbers up to 9,999. 3.NS.4 The student will solve problems, including those in context, that involve counting, comparing, representing, and making change for money amounts up to $5.00. **[only d]** 3.CE.1 The student will estimate, represent, solve, and justify solutions to single-step and multistep problems, including those in context, using addition and subtraction with whole numbers where addends and minuends do not exceed 1,000. 3.PFA.1 The student will identify, describe, extend, and create increasing and decreasing patterns (limited to addition and subtraction of whole numbers), including those in context, using various representations.
	Begin Unit 5: Fractions	About 4 days	3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.

** 3.CE.2f should be addressed throughout the year.

Updated: Tuesday, July 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 3	Complete Unit 5: Fractions	About 26 days	3.NS.3 The student will use mathematical reasoning and justification to represent and compare fractions (proper and improper) and mixed numbers with denominators of 2, 3, 4, 5, 6, 8, and 10), including those in context.
	Unit 6: Measurement and Time	About 12 days	3.MG.1 The student will reason mathematically using standard units (U.S. Customary and metric) with appropriate tools to estimate and measure objects by length, weight/mass, and liquid volume to the nearest half or whole unit. 3.MG.3 The student will demonstrate an understanding of the concept of time to the nearest minute and solve single-step contextual problems involving elapsed time in one-hour increments within a 12-hour period.
	Begin Unit 7: Area, Perimeter, and Geometry	About 4 days	3.MG.2 The student will use multiple representations to estimate and solve problems, including those in context, involving area and perimeter (in both U.S. Customary and metric units). 3.MG.4 The student will identify, describe, classify, compare, combine, and subdivide polygons.

** 3.CE.2f should be addressed throughout the year.

Updated: Tuesday, July 29, 2025

Quarter	Unit	Suggested Time	Standards of Learning
Quarter 4	Complete Unit 7: Area, Perimeter, and Geometry	About 14 days	3.MG.2 The student will use multiple representations to estimate and solve problems, including those in context, involving area and perimeter (in both U.S. Customary and metric units). 3.MG.4 The student will identify, describe, classify, compare, combine, and subdivide polygons.
	SOL Review & Post SOL Reteaching	About 32 days	This guide provides critical resources and clear guidance to support teachers and support staff as they plan within their CLTs to prepare students for the Spring 2026 SOL Test administration. It offers detailed insights and resources that provide high-yield content and skill reviews, enabling teachers to tailor limited instructional time effectively. By addressing knowledge gaps and reinforcing key concepts we support our shared focus of meeting the Wildly Important Goals (WIGs) set forth as a part of our strategic plan.

** 3.CE.2f should be addressed throughout the year.

Updated: Tuesday, July 29, 2025