**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**OA**

***CHECKLIST*:** **Grade 3 Standards for Operations and Algebraic Thinking**

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Represent and solve problems involving multiplication and division.** | | | | | |
| **3.OA.1**: Interpret products of whole numbers, *(e.g. interpret as the total number of objects in 5 groups of 7 objects each.)* |  |  |  |  |  |
| **3.OA.2**: Interpret whole-number quotients of whole numbers, *(e.g. interpret 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.)* |  |  |  |  |  |
| **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.)* |  |  |  |  |  |
| **3.OA.4**: Determine the unknown whole number in a multiplication or division equation by using related equations. *(For example, determine the unknown number that makes the equation true in each of the equations )* |  |  |  |  |  |
| **Understand properties of multiplication and the relationship between multiplication and division.** | | | | | |
| **3.OA.5**: Apply properties of operations as strategies to multiply and divide. *Examples: If is known, then is also known. (Commutative property of multiplication.) can be found by , then , or by , then . (Associative property of multiplication.) Knowing that and , one can find as . (Distributive property.) Students need not use formal terms for these properties.* |  |  |  |  |  |
| **3.OA.6**:Understand division as an unknown-factor problem. *For example, find by finding the number that makes 32 when multiplied by 8.* |  |  |  |  |  |
| **Multiply and divide within 100.** | | | | | |
| **3.OA.7**: Fluently *(*[*efficiently, accurately, and flexibly*](http://community.ksde.org/Portals/54/Documents/Standards/Standards_Review/Linked_Files/FLUENCY_IS_MORE_THAN_MERE_SPEED.pdf)*)* multiply and divide with single digit multiplications and related divisions using strategies *(e.g. relationship between multiplication and division, doubles, double and double again, half and then double, etc.)* or properties of operations. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**OA**

***CHECKLIST*:** **Grade 3 Standards for Operations and Algebraic Thinking**

|  |  |  |
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| **Standard** | **Dates Taught** | **Notes** |
| **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** | | | | | |
| **3.OA.8**: Solve two-step word problems using any of the four operations. Represent these problems using both situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers. |  |  |  |  |  |
| **3.OA.9**: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *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.* |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**NBT**

***CHECKLIST*:** **Grade 3 Standards for Number and Operations in Base Ten**

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Use place value understanding and properties of operations to perform multi-digit arithmetic.** | | | | | |
| **3.NBT.1**: Use place value understanding to round whole numbers to the nearest 10 or 100. |  |  |  |  |  |
| **3.NBT.2**: Fluently *(*[*efficiently, accurately, & flexibly*](http://community.ksde.org/Portals/54/Documents/Standards/Standards_Review/Linked_Files/FLUENCY_IS_MORE_THAN_MERE_SPEED.pdf)*)* add and subtract within 1000 using strategies *(e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.)* and algorithms *(including, but not limited to: traditional, partial-sums, etc.)* based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |  |  |  |  |
| **3.NBT.3**: Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 *(e.g. , )* using strategies based on place value and properties of operations. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**NF**

***CHECKLIST*:** **Grade 3 Standards for Number and Operations-Fractions**

|  |  |  |  |  |  |
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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Develop understanding of fractions as numbers.** | | | | | |
| **3.NF.1**: Understand a fraction as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction as the quantity formed by a parts of size . |  |  |  |  |  |
| **3.NF.2**: Understand a fraction as a number on the number line; represent fractions on a number line diagram. |  |  |  |  |  |
| **3.NF.2A**: Represent a fraction 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 and that the endpoint of the part based at 0 locates the number on the number line. |  |  |  |  |  |
| **3.NF.2B**: Represent a fraction on a number line diagram by marking off a lengths from 0. Recognize that the resulting interval has size and that its endpoint locates the number on the number line *(a is the countable units of that determines the place on the number line).* |  |  |  |  |  |
| **3.NF.3**: Explain equivalence of fractions, and compare fractions by reasoning about their size *(it is a mathematical convention that when comparing fractions, the whole is the same size).* |  |  |  |  |  |
| **3.NF.3A**: Understand two fractions as equivalent *(equal)* if they are the same size, or the same point on a number line. |  |  |  |  |  |
| **3.NF.3B**: Recognize and generate simple equivalent fractions, *(e.g. .)* Explain why the fractions are equivalent, *e.g. by using a visual fraction model.* |  |  |  |  |  |
| **3.NF.3C**: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form; recognize that; locate and 1 at the same point of a number line diagram.* |  |  |  |  |  |
| **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 relational symbols >, <, =, or ≠, and justify the conclusions, *(e.g. by using a visual fraction model.)* |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**MD**

***CHECKLIST*:** **Grade 3 Standards for Measurement and Data**

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** | | | | | |
| **3.MD.1**: Tell and write time to the nearest minute using a.m. and p.m. 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.)* |  |  |  |  |  |
| **3.MD.2**: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l) *(Excludes cubed units such as and finding the geometric volume of a container).* |  |  |  |  |  |
| **3.MD.3**: 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.) (Excludes multiplicative comparison problems)* |  |  |  |  |  |
| **Represent and interpret data.** | | | | | |
| **3.MD.4**: 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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* |  |  |  |  |  |
| **3.MD.5**: 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. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**MD**

***CHECKLIST*:** **Grade 3 Standards for Measurement and Data**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** | | | | | |
| **3.MD.6**: Recognize area as an attribute of plane figures and understand concepts of area measurement. |  |  |  |  |  |
| **3.MD.6A**: 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 *(does not require standard square units).* |  |  |  |  |  |
| **3.MD.6B**: 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 *(does not require standard square units).* |  |  |  |  |  |
| **3.MD.7**: Measure areas by counting unit squares (*square cm, square m, square ft, and improvised units).* |  |  |  |  |  |
| **3.MD.8**: Relate area to the operations of multiplication and addition. |  |  |  |  |  |
| **3.MD.8A**: 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 mutliply the side lengths. |  |  |  |  |  |
| **3.MD.8B**: 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 proucts as rectangular areas in mathematical reasoning. |  |  |  |  |  |
| **3.MD.8C**: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and is the sum of and . Use area models to represent the distributive property in mathematical reasoning. |  |  |  |  |  |
| **3.MD.8D**: Recognize area as an 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. |  |  |  |  |  |
| **Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.** | | | | | |
| **3.MD.9:** 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. |  |  |  |  |  |

**USD #312 CURRICULAR STANDARDS FOR**

**MATHEMATICS**

**G**

***CHECKLIST*:** **Grade 3 Standards for Geometry**

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Reason with shapes and their attributes.** | | | | | |
| **3.G.1:** Understand that shapes in different categories *(e.g. rhombuses, rectangles,* ***trapezoids****, kites 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. Refer to inclusive definitions noted in the glossary. |  |  |  |  |  |
| **3.G.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as of the area of the shape.* |  |  |  |  |  |