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3rd Grade Math

Quarter 1

Mastered:
3.NS.1 Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.6 Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.
3.CA.1 Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.
Exposure:
3.CA.2 Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E)
3.M.4 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase. (E)

Quarter 2

Mastered:
3.CA.3 Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication using objects or drawings. (E)
3.CA.4 Model the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Model the properties of 0 and 1 in division using objects or drawings. (E)
3.CA.6 Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.
Exposure:
3.CA.5 Multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. (E)
3.CA.7 Solve real-world problems involving whole number multiplication and division within 100 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). (E)
3.M.5 Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. (E)

Quarter 3

Mastered:
3.CA.7 Solve real-world problems involving whole number multiplication and division within 100 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). (E)
3.NS.2 Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] (E)
3.NS.4 Use fraction models to represent two simple equivalent fractions with attention to how the number and size of the parts differ even though the quantities are the same. Use this principle to generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3).
3.NS.5 Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols > , = , or < , and justify the conclusions (e.g., by using a visual fraction model). (E)

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3.G.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (i.e., 1/2, 1/3, 1/4, 1/6, 1/8).
3.M.5 Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. (E)
Exposure:
3.NS.3 Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. (E)

Quarter 4

Mastered:
3.G.1 Define, identify, and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals.
3.G.2 Identify, describe, and draw points, lines, and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.
3.NS.3 Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. (E)
3.M.3 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). (E)
3.M.4 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase. (E)
3.DA.1 Collect, organize, and graph data from observations, surveys, and experiments using scaled bar graphs and pictographs. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies. (E)