Revised: 5/30/24
Board Approved: March 2024

JC Schools 3rd Grade Yearly Math Standards

(* District determined Priority Standard)

Units	Priority Standards	Supporting Standards
Getting Started **Unit End Date:** Aug. 23rd	**Standards for Mathematical Practice** 1. Make sense of problems and persevere in solving them 2. Reason abstractly and quantitatively 3. Construct viable arguments and critique the reasoning of others 4. Model with mathematics 5. Use appropriate tools strategically 6. Attend to precision 7. Look for and make use of structure 8. Look for and express regularity in repeated reasoning	
Module 1 Multiplication and Division with Units of 2, 3, 4, 5, and 10	**3.RA.A.1** Interpret products of whole numbers. **3.RA.A.2** Interpret quotients of whole numbers. **3.RA.C.8** Demonstrate fluency with products within 100 *(Fluency refers to accuracy and efficiency and <u>does not equate to memorization</u>.).* **3.RA.D.9** Write and solve two-step problems involving variables using any of the four operations.	**3.RA.A.3** Describe in words or drawings a problem that illustrates a multiplication or division situation. **3.RA.A.4** Use multiplication and division within 100 to solve problems. **3.RA.A.5** Determine the unknown number in a multiplication or division equation relating three whole numbers. **3.RA.B.6** Apply properties of operations as strategies to multiply and divide. **3.RA.C.7**

		Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.
Module 2 Place Value Concepts Through Metric Measurement	**3.NBT.A.3*** Demonstrate fluency with addition and subtraction within 1000 *(Fluency refers to accuracy and efficiency and does not equate to memorization.).* **3.RA.D.9** Write and solve two-step problems involving variables using any of the four operations. **3.RA.D.10** Interpret the reasonableness of answers using mental computation and estimation strategies including rounding. **3.GM.B.7** Measure or estimate length, liquid volume and weight of objects.	**3.NBT.A.1** Round whole numbers to the nearest 10 or 100. **3.NBT.A.2** Read, write, identify whole numbers within 100,000 using base ten numerals, number names and expanded form. **3.GM.B.8** Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units. **3.DS.A.1** Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories. **3.DS.A.2** Solve one- and two-step problems using information presented in bar and/or picture graphs.
Module 3 Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9	**3.RA.A.2** Interpret quotients of whole numbers. **3.RA.C.8** Demonstrate fluency with products within 100 *(Fluency refers to accuracy and efficiency and does not equate to memorization.).* **3.RA.D.9** Write and solve two-step problems involving variables using any of the four operations. **3.RA.D.10**	**3.NBT.A.4** Multiply whole numbers by multiples of 10 in the range 10-90. **3.RA.A.3** Describe in words or drawings a problem that illustrates a multiplication or division situation. **3.RA.A.4** Use multiplication and division within 100 to solve problems. **3.RA.A.5**

	Interpret the reasonableness of answers using mental computation and estimation strategies including rounding. **3.RA.E.11** Identify arithmetic patterns and explain the patterns using properties of operations.	Determine the unknown number in a multiplication or division equation relating three whole numbers. **3.RA.B.6** Apply properties of operations as strategies to multiply and divide. **3.RA.C.7** Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.
Module 4 Multiplication and Area	**3.GM.C.13** Find rectangular arrangements that can be formed for a given area. **3.GM.C.14** Decompose a rectangle into smaller rectangles to find the area of the original rectangle.Modul	**3.GM.A.1** Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. **3.GM.A.2** Distinguish rhombuses, square, and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories. **3.GM.C.9** Calculate area by using unit squares to cover a plane figure with no gaps or overlaps. **3.GM.C.10** Label area measurements with squared units. **3.GM.C.11** Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value. **3.GM.C.12** Multiply whole-number side lengths to solve problems involving the area of rectangles.

		3.DS.A.3 Create a line plot to represent data. **3.DS.A.4** Use data shown in a line plot to answer questions.
Module 5 Fractions as Numbers	**3.NF.A.1** Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts. **3.NF.A.2.a,b** Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole. a. Describe the numerator as representing the number of pieces being considered. b. Describe the denominator as the number of pieces that make the whole. **3.NF.A.5** Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent. **3.NF.A.6** Compare two fractions with the same numerator or denominator using the symbols >, = or <, and justify the solution. **3.NF.A.7** Explain why fraction comparisons are only valid when the two fractions refer to the same whole. **3.GM.A.3** Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	**3.NF.A.3.a-c** Represent fractions on a number line. a. Understand the whole is the interval from 0 to 1. b. Understand the whole is partitioned into equal parts. c. Understand a fraction represents the endpoint of the length of a given number of partitions from 0. **3.NF.A.4** Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line. **3.GM.B.7** Measure or estimate length, liquid volume and weight of objects. **3.DS.A.3** Create a line plot to represent data. **3.DS.A.4** Use data shown in a line plot to answer questions.

Module 6 Geometry, Measurement, and Data	**3.GM.A.1** Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. **3.GM.A.2** Distinguish rhombuses, square, and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories. **3.GM.B.7** Measure or estimate length, liquid volume and weight of objects. **3.GM.D.15** Solve problems involving perimeters of polygons. **3.GM.D.16** Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	**3.NBT.A.2** Read, write, identify whole numbers within 100,000 using base ten numerals, number names and expanded form. **3.RA.C.7** Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers. **3.RA.C.8** Demonstrate fluency with products within 100 *(Fluency refers to accuracy and efficiency and does not equate to memorization.).* **3.GM.B.4** Tell and write time to the nearest minute. **3.GM.B.5** Estimate time intervals in minutes. **3.GM.B.6** Solve problems involving addition and subtraction of minutes. **3.GM.C.9** Calculate area by using unit squares to cover a plane figure with no gaps or overlaps. **3.GM.C.10** Label area measurements with squared units. **3.DS.A.1** Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories. **3.DS.A.2**

		Solve one- and two-step problems using information presented in bar and/or picture graphs. **3.DS.A.3** Create a line plot to represent data. **3.DS.A.4** Use data shown in a line plot to answer questions.