## JC Schools 3rd Grade Yearly Math Standards

## Overarching Standards (taught in all units)

## 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.C. 8

Demonstrate fluency with products within 100 (Fluency refers to accuracy and efficiency and does not equate to memorization.)

| Units | Priority Standards | Supporting Standards |
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| Unit 1 | $\begin{array}{l}\text { 3.NBT.A.1 } \\ \text { Round whole numbers to the nearest 10 or 100 } \\ \text { Subtraction } \\ \text { Within 1,000 }\end{array}$ | $\begin{array}{l}\text { 3.NBT.A.2 } \\ \text { Read, write, identify whole numbers within 100,000 using } \\ \text { base ten numerals, number names and expanded form. } \\ \text { 3.RA.D.10 } \\ \text { Interpret the reasonableness of answers using mental } \\ \text { computation and estimation strategies including rounding }\end{array}$ | \(\left.\begin{array}{l}3.RA.E.11 <br>

Identify arithmetic patterns and explain the patterns <br>
using properties of operations\end{array}\right]\).

| Unit 3 <br> Multiplication <br> 30 days | 3.RA.A. 4 <br> Use multiplication and division within 100 to solve problems. <br> 3.RA.A. 5 <br> Determine the unknown number in a multiplication or division equation relating three whole numbers <br> 3.RA.B. 6 <br> Apply properties of operations as strategies to multiply and divide <br> 3.NBT.A. 4 <br> Multiply whole numbers by multiples of 10 in the range 10-90. | 3.RA.E. 11 <br> Identify arithmetic patterns and explain the patterns using properties of operations |
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| Unit 4 <br> Understanding Division <br> 7 days | 3.RA.A. 2 <br> Interpret quotients of whole numbers <br> 3.RA.A. 3 <br> Describe in words or drawings a problem that illustrates a multiplication or division situation. |  |
| Unit 5 <br> Division <br> 20 days | 3.RA.A. 4 <br> Use multiplication and division within 100 to solve problems. <br> 3.RA.A. 5 <br> Determine the unknown number in a multiplication or division equation relating three whole numbers <br> 3.RA.B. 6 <br> Apply properties of operations as strategies to multiply and divide. <br> 3.RA.C. 7 <br> 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 |  |
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| Unit 6 <br> Perimeter \& Area <br> 15 days | 3.GM.C. 11 <br> Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value. <br> 3.GM.C. 12 <br> Multiply whole-number side lengths to solve problems involving the area of rectangles. <br> 3.GM.C. 13 <br> Find rectangular arrangements that can be formed for a given area. <br> 3.GM.C. 14 <br> Decompose a rectangle into smaller rectangles to find the area of the original rectangle. <br> 3.GM.D. 15 <br> Solve problems involving perimeters of polygons. | 3.GM.C. 9 <br> Calculate area by using unit squares to cover a plane figure with no gaps or overlaps <br> 3.GM.C. 10 <br> Label area measurements with squared units <br> 3.GM.D. 16 <br> Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters. <br> 3.RA.D. 9 <br> Write and solve two-step problems involving variables using any of the four operations |
| Unit 7 <br> Fractions <br> 30 days | 3.NF.A.2.a,b <br> Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole <br> a. Describe the numerator as representing the number of pieces being considered <br> b. Describe the denominator as the number of pieces that make the whole <br> 3.NF.A.3.a-c <br> Represent fractions on a number line <br> a. Understand the whole is the interval from 0 to 1 <br> b. Understand the whole is partitioned into equal parts <br> c. Understand a fraction represents the endpoint of the length a given number of partitions from 0 | 3.NF.A. 1 <br> Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts |


|  | 3.NF.A.4 <br> Demonstrate that two fractions are equivalent if they are the <br> same size, or the same point on a number line |  |
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|  | 3.NF.A.5 <br> Recognize and generate equivalent fractions using visual <br> models, and justify why the fractions are equivalent <br> 3.NF.A.6 <br> Compare two fractions with the same numerator or <br> denominator using the symbols >, $=$ or <, and justify the <br> solution <br> 3.NF.A.7 <br> Explain why fraction comparisons are only valid when the <br> two fractions refer to the same whole. <br> 3.GM.A.3 <br> Partition shapes into parts with equal areas, and express the <br> area of each part as a unit fraction of the whole. |  |
| Unit 8 | 3.DS.A.1 <br> Create frequency tables, scaled picture graphs and bar <br> graphs to represent a data set with several categories. <br> Graphing | 3.DS.A.2 <br> Solve one- and two-step problems using information <br> presented in bar and/or picture graphs. <br> 3.DS.A.3 <br> Create a line plot to represent data <br> 3.DS.A.4 <br> Use data shown in a line plot to answer questions |
| 3.GM.B.4 <br> Tell and write time to the nearest minute. |  |  |
| Unit |  |  |


| Measurement <br> \& Time | 3.GM.B. 5 <br> Estimate time intervals in minutes. <br> 3.GM.B.6 <br> Solve problems involving addition and subtraction of <br> minutes. <br> 3.GM.B.7 <br> Measure or estimate length, liquid volume and weight of <br> objects <br> 3.GM.B.8 <br> Use the four operations to solve problems involving lengths, <br> liquid volumes or weights given in the same units. |  |
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| Unit 10 | 3.GM.A.1 <br> Understand that shapes in different categories may share <br> attributes and that the shared attributes can define a larger <br> category. <br> Two- | 3.GM.A.2 <br> Distinguish rhombuses, square, and rectangles as examples <br> of quadrilaterals, and draw examples of quadrilaterals that <br> do not belong to these subcategories. |
| Shensional |  |  |
| 12 days |  |  |

