

Jackson County Core Curriculum Collaborative (JC4)

3rd Grade Math

Standard	Learning Targets in Student Friendly Language
3.OA.1	I can use multiplication to solve problems.
	I can use concrete materials to model multiplication situations.
	I can identify the number of groups and the number of items in each group.
3.OA.1	I can represent the context of a multiplication problem using drawings and equations.
	I can use pictorial representations for multiplication situations.
	I can connect multiplication representations to numeric expressions.
	I can write expressions and equations for multiplication models and drawings.
	I can use factor, product, times, and groups of vocabulary terms appropriately.
3.OA.2	I can use division to solve problems.
	I can use concrete materials to model division situations.
	I can identify the information given in a problem as well as the missing information.
	I can identify the dividend, divisor and quotient in a division equation.
	I can explain how the missing factor can be determined.
	I can relate division to equal shares of a set of objects.
3.OA.3	I can use multiplication and division (within 100) to solve word problems.
	I can determine when to multiply and divide in word problems.
3.OA.3	I can represent the context of a multiplication and division problem using drawings and equations.
	I can represent multiplication and division word problems using drawings and equations with unknowns in all positions.
3.OA.3	I can fluently use the models of multiplication.
	I can solve word problems with multiplication and division within 100 involving equal groups, arrays, and measurement quantities using drawings and equations.
3.OA.4	I can find an unknown number in a multiplication or division equation.
	I can determine the unknown number in any position in a multiplication problem.
	I can determine the unknown number in any position in a division problem.
3.OA.5	I can analyze the relationship between the four basic operations.
	I can explain the commutative, associative, and distributive property of multiplication.
3.OA.5	I can use the properties of operations as strategies to help me multiply and divide.
	I can apply the commutative, associative, and distributive properties to decompose or regroup factors to make it easier to multiply two or more numbers.
	I can explain how the operation properties can and cannot apply to division and use those properties that can apply to make it easier to find the quotient.
3.OA.6	I can explain the relationship between multiplication and division.
	I can explain how a multiplication equation is related to a division equation.
	I can solve division problems by using multiplication facts.
3.OA.7	I can fluently multiply and divide within 100.
	I can recall from memory all products 0-10 by the end of 3rd grade.
	I can analyze a multiplication or division problem in order to choose an appropriate strategy to fluently multiply or divide within 100.
	I can use my fluency with the multiplication facts 0-10 to help me divide.
3.OA.8	I can use all four operations to solve two-step word problems.

	I can choose the correct operations and perform them in the correct order to solve two-step word problems.
3.OA.8	I can represent the context of a word problem with pictures, models, equations and/or variables.
	I can write an equation using a letter for the unknown.
3.OA.8	I can check the reasonableness of my answer using a variety of strategies.
	I can determine if a solution is reasonable using mental math and estimation strategies including rounding.
3.OA.9	I can identify arithmetic patterns.
	I can identify and describe arithmetic patterns in number charts, addition tables and multiplication tables.
3.OA.9	I can explain arithmetic patterns using the properties of operations.
	I can explain arithmetic patterns by using the properties of operations.
3.NBT.1	I can round whole numbers to the nearest 10 or 100.
	I can explain what each digit of a three-digit number represents.
	I can name the place values of numbers (up to 100).
	I can round whole numbers to the nearest 10.
	I can round whole numbers to the nearest 100.
3.NBT.2	I can fluently add and subtract within 1,000 using a variety of strategies.
	I can use a variety of models, representations and strategies to solve addition problems within 1,000.
	I can use a variety of models, representations and strategies to solve subtraction problems within 1,000.
3.NBT.3	I can use the properties of operations and place value as strategies to help me multiply fluently one-digit whole numbers by multiples of 10 in the range of 10-90.
	I can model multiplication of a one-digit number by a multiple of 10 using concrete materials, number lines, skip counting and the distributive property.
3. NF	Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6 and 8.
3.NF.1	I can explain what fractions represent.
	I can model fractions using fraction strips.
	I can describe the meaning of the denominator and the numerator using pictures, numbers and words.
3.NF.1	I can recognize fractional parts of a whole.
	I can name various parts of the whole using fractions and explain that the fraction is made up of that number of unit pieces.
	I can explain any unit fraction ($1/b$) as one part of a whole.
	I can explain a fraction (a/b) as "a" being the number of parts and "b" as the total number of equal parts in the whole.
	I can identify and demonstrate fractional parts of a whole that are the same size but not the same shape using concrete materials.
3.NF.2	I can explain what fractions represent using a number line.
3.NF.2.a	I can divide a whole on a number line into equal parts and represent each equal part with a fraction.
	I can demonstrate how to identify a fraction a/b on a number line.
3.NF.2	I can plot fractions on a number line.

3.NF.2.b	I can explain how to partition the interval from 0 to 1 on a number line based on the denominator of a given fraction $1/b$ and locate multiple fractions a/b on the number line.
3.NF.3.a	I can explain the concept of equivalence.
	I can use models to describe and recognize equivalent fractions.
	I can explain why two fractions are equivalent.
3.NF.3.b	I can reason about fraction size and equivalence using models.
	I can use models to show and explain whole numbers as fractions.
	I can locate equivalent fractions on a number line.
	I can plot two or more equivalent fractions on a number line to prove equivalency.
3.NF.3.c	I can create equivalent fractions.
	I can plot a whole number and its fractional equivalent on a number line.
	I can compose whole numbers as fractions (vice versa).
	I can plot multiple fractional representations of 1.
3.NF.3.d	I can compare two fractions using appropriate mathematical symbols ($<$, $>$, $=$).
	I can explain the rules for fractions with the same numerator.
	I can explain the rules for fractions with the same denominator.
	I can order two fractions (numeric or visual representation) with the same numerator using $<$, $>$, $=$.
	I can order two fractions (numeric or visual representation) with the same denominator using $<$, $>$, $=$.
	I can recognize and explain why my comparison of fractions is accurate using a tape diagram, number line diagram, or area model.
3.MD.1	I can tell time to the nearest minute.
	I can demonstrate how to write time to the minute.
	I can tell time to the nearest minute.
	I can determine elapsed time by using a number line.
3.MD.1	I can use addition and subtraction to solve word problems involving time.
	I can solve word problems involving addition and subtraction of time intervals in minutes.
	I can use a number line diagram to add and subtract time intervals in minutes.
	I can solve word problems using elapsed time.
3.MD.2	I can measure liquid volumes and masses of objects using standard units (grams, kilograms, and liters).
	I can measure the amount of liquid/solid, using appropriate unit of measurement, based on real life applications (standard units/metric units).
3.MD.2	I can estimate liquid volumes and masses of objects using standard units (grams, kilograms, and liters).
	I can estimate the amount of liquid/solid, using appropriate unit of measurement, based on real life applications (standard units/metric units).
3.MD.2	I can solve word problems involving liquid volumes and masses of objects.
	I can use a drawing to represent one-step word problems involving masses or volumes.
	I can solve one-step word problems involving mass or volume using addition, subtraction, multiplication or division.
3.MD.3	I can draw a scaled graph (picture and bar) to represent a data set with several categories.
	I can construct a picture graph or bar graph with several categories based on a data set.
	I can construct a scale in which each bar/picture represents more than one object (one fish represents 5 fish/bar graph in increments of 10).

3.MD.3	I can use a scaled bar graph to solve problems.
	I can solve one- and two-step word problems where information is represented in a scaled bar graph. (Focus on phrases "how many more" and "how many less").
	I can identify and explain the scale of a graph with a scale greater than one.
	I can analyze a graph with a scale greater than one.
3.MD.4	I can use a ruler to measure lengths accurately to fourths of an inch.
	I can use a ruler to measure lengths in whole, half, and quarter inches.
	I can gather and record data by measuring lengths using rulers marked with quarter, half, and whole inch.
3.MD.4	I can draw a line plot to represent a data set using a horizontal scale of appropriate units.
	I can create a line plot with a horizontal scale that represents gathered measurement data in appropriate units. (whole numbers, halves, quarters)
3.MD.5.a	I can explain the concept of area measurement.
	I can define a square unit as a square with sides equaling one.
	I can define the area of a square with sides equaling one as one square unit.
3.MD.5.b	I can describe the area of an object using appropriate units.
	I can define the area of a plane figure as the number of non-overlapping square units.
3.MD.6	I can find the area of objects using a variety of methods.
	I can measure the area of a figure by counting the number of unit squares (both customary and standard/metric units).
3.MD.7.a	I can analyze the relationship between the concepts of area, multiplication, and addition.
	I can describe the relationship between counting the number of unit squares and multiplying the side lengths in finding the area of a rectangle.
	I can solve the area of a rectangle by tiling and then counting the number of unit squares.
	I can solve the area of a rectangle by multiplying its side lengths.
3.MD.7.b	I can solve word problems involving area of rectangular figures.
	I can solve real-world area problems by either tiling or multiplying the side lengths.
	I can explain area as additive and use this understanding to solve word problems.
3.MD.7	I can use models to represent the context of an area problem.
3.MD.7.c	I can use area models to explain the distributive property.
	I can find the area of rectilinear figures by decomposing (separating) the irregular figure into non-overlapping rectangles.
3.MD.7.d	
3.MD.8	I can solve problems involving perimeter of polygons.
	I can use the term perimeter appropriately and know the difference between area and perimeter.
	I can solve real-world problems finding the perimeter of polygons when given the lengths of all sides.
	I can solve real-world problems finding a missing side of a polygon given the perimeter.
3.MD.8	I can compare the perimeter and area of polygons.
	I can compare/contrast rectangles with the same perimeter and different area.
3.G.1	I can identify basic geometric shapes by name and attributes.
	I can use attributes to identify shapes.
	I can categorize shapes based on their attributes.
3.G.1	I can compare geometric shapes using their attributes.
	I can categorize quadrilaterals based on their attributes (rectangles share attributes of parallelograms).

	I can compare/contrast shapes by their attributes (sides, vertices, angles).
3.G.1	I can recognize common examples and non-examples of quadrilaterals.
	I can draw quadrilaterals that cannot be classified as a rhombus, rectangle, parallelogram, etc.
	I can name shapes (rhombus, rectangle, parallelogram, etc.) from visual representations.
3.G.2	I can divide shapes into equal parts.
	I can define each part of the whole as a unit fraction ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$).
	I can partition shapes into equal parts with equal areas.
3.G.2	I can express the parts of a shape as fractions.
	I can partition shapes into equal parts/areas based on the denominator of the fraction.
	I can define each part of the whole as a unit fraction ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$).
	I can relate fractions to geometry by expressing the area of part of a shape as a unit fraction of the whole.
Key:	
Yellow Highlight = Critical Area	
Blue Font Color = Long Term Learning Goal	
Black Font Color = Short Term (possibly daily) learning target WITHOUT condition and criteria.	
Red font color = Limitation to the expectation (footnote in the MDE document)	