

<p style="text-align: center;">Standards Division Document School Year 2017-2018 Course : Third Grade Math</p>			
<p>First Nine Weeks Standards:</p> <p>*3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>*3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>*3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations per text.</p> <p>3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.</p> <p>*3.MD.3</p>	<p>Second Nine Weeks Standards:</p> <p>*3.MD.1 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.</p> <p>*3.MD.4 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.</p> <p>*3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80, 5 \times 60$) using</p>	<p>Third Nine Weeks Standards:</p> <p>3.OA.2 Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into equal shares of 8 objects each.</p> <p>*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.</p> <p>*3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p>3.OA.6 Understand division as an unknown-factor problem.</p> <p>*3.G.1</p>	<p>Fourth Nine Weeks Standards:</p> <p>*3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p>*3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>*3.NF.2A Represent a fraction $1/b$ 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 $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p>*3.NF.2B</p>

<p>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.</p>	<p>strategies based on place value and properties of operations.</p> <p>*3.OA.5 Apply properties of operations as strategies to multiply and divide.</p> <p>*3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.</p>	<p>Understand that shapes in different categories (e.g. rhombuses, rectangles, 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.</p> <p>*3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>A.) 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.</p> <p>B.) 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.</p> <p>3.MD.6</p>	<p>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p>*3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>*3.NF.3A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>*3.NF.3B Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2}=2/4$, $4/6=2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>*3.NF.3C Express whole numbers as fractions, and recognize fractions</p>
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		<p>each part as a unit fraction of the whole.</p> <p>multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>*3.OA.8</p> <p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>
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*Operational items for each standard any standard without an * is not designated with tested items, these maybe a prerequisite standard, may be tested with the context of another standard or may be included as an embedded field test item.

*2016-2017 3-5 Grade TLP Member shared the feedback process on their campus.