

GRADE 3

OPERATIONS & ALGEBRAIC THINKING

- ☐ 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.
- ☐ 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 8 shares, or as the number of shares when 56 objects are partitioned into equal shares of 8 objects each.
- ☐ 3.OA.3 Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurement quantities, e.g., using drawings and equations with a letter representing an unknown number to represent:
 - ☐ $8 \times ? = 48$
 - ☐ $48 \div 8 = ?$
- ☐ 3.OA.4 Determine the unknown in a multiplication equation.
- ☐ 3.OA.5 Multiply or divide to solve problems.
- ☐ 3.OA.6 Multiply or divide to solve problems.
- ☐ 3.OA.7 Multiply or divide to solve problems.
- ☐ 3.OA.8 Solve two-step word problems using the four operations. Represent the problem with an equation with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- ☐ 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

NUMBER & OPERATIONS IN BASE 10

- ☐ 3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.
- ☐ 3.NBT.2 Fluently add and subtract within 100 using strategies and properties based on place value, properties of operations, and/or the relationship between addition and subtraction.
- ☐ 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the n -range ($10 \leq n \leq 100$) (e.g., $9 \times 80 = 720$) using strategies based on place value and properties of operations.

MEASUREMENT & DATA

- ☐ 3.MD.1 Tell & write time to the nearest minute. 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.
- ☐ 3.MD.2 Measure and estimate liquid volumes & masses of objects using standard units of grams, kilograms, and liters. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings to represent the problem.
- ☐ 3.MD.3 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 a scaled picture graph and a scaled bar graph.
- ☐ 3.MD.4 Measure length by measuring with rulers and tape measures. Estimate lengths using a line plot, where the horizontal axis is labeled with appropriate units—e.g., inches, feet, centimeters, meters.
- ☐ 3.MD.5 Recognize area and measure the area of plane figures by counting unit squares. Measure the area of a rectangle by counting unit squares, or by multiplying the side lengths. Measure the area of a square (square units) by multiplying the side lengths.
- ☐ 3.MD.6 Measure perimeter by counting unit squares, or by multiplying the side lengths. Find the perimeter of a rectangle by adding the side lengths. Find the perimeter of a square by multiplying the side length by 4. Find the perimeter of a rectangle by multiplying the side length by 2 and adding the width. Find the perimeter of a square by multiplying the side length by 4.
- ☐ 3.MD.7 Measure the area of a rectangle by multiplying the side lengths. Find the perimeter of a rectangle by adding the side lengths. Find the perimeter of a square by multiplying the side length by 4. Find the perimeter of a rectangle by multiplying the side length by 2 and adding the width. Find the perimeter of a square by multiplying the side length by 4.

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Math standard
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NUMBER AND OPERATIONS - FRACTIONS

- ☐ 3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
- ☐ 3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- ☐ 3.NF.3 Compare equivalence of fractions in special cases, and compare fractions by reasoning about their size.

GEOMETRY

- ☐ 3.G.1 Understand that shapes in different categories may share attributes & that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, & draw examples of quadrilaterals that do not belong to any of these subcategories.
- ☐ 3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Third Grade Common Core Math Checklist

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Aligning Your Curriculum to the Common Core State Standards Joe Crawford, 2012 Avoid analysis paralysis and just get started Now that most states have adopted the new Common Core State Standards the next major challenge is to simplify and implement them by 2014 That is why it is important to begin this work now Joe Crawford Milken Award winning educator and author of *Using Power Standards to Build an Aligned Curriculum* shares his proven process for building a viable local curriculum based on the CCSS Readers will find A system for creating local standards from the CCSS Methods for connecting the common formative assessments to quarterly instructional objectives Ways to scaffold learning expectations Examples taken from districts where CCSS is currently implemented Included are helpful charts and graphs plus access to Internet based software for mapping the CCSS to curriculum instruction and assessment Schools cannot continue to do what they have always done and expect a different result This book explains how to facilitate learning for all students while taking advantage of the new culture technology and norms of today s learning environment **Critical**

Thinking in the Elementary Classroom Erin Shadowens, 2023-10-31 Even young students can develop vital critical thinking skills when they have access to rich content meaningful opportunities to practice and guided instruction Critical thinking evaluating and analyzing data to make informed judgments is essential in both the classroom and everyday life Teaching critical thinking skills in the elementary grades is often an afterthought if it s a thought at all Veteran primary teacher and instructional leader Erin Shadowens proposes that students of all ages benefit when teachers expand the definition of what is possible by engaging young learners with real challenges and supportive accessible learning environments In *Critical Thinking in the Elementary Classroom* Shadowens Explores the concept of critical thinking clarifies misunderstandings and delves into relevant research Introduces the Critical Thinking Framework to help nurture deep thinking in the context of content focused lessons Presents case studies of the framework in action Shows how to apply the framework at the unit and lesson levels addressing common instructional pitfalls along the way Describes how a virtuous cycle of assessment and feedback promotes academic achievement and critical thinking Illustrates how to foster an intellectual community with young learners Ultimately this book guides elementary teachers in supporting students to think deeply about rich content make insightful connections and address issues in broader more meaningful ways both in and outside of school **Mapping Comprehensive Units to the ELA Common Core Standards, K-5** Kathy Tuchman

Glass, 2012-04-26 Translating the Common Core State Standards CCSS into an effective curriculum is at the top of many educators to do lists and this book shows you how Master teacher and curriculum specialist Kathy T Glass familiarizes teachers and curriculum designers with the key points of the ELA Common Core Standards and demonstrates how to design effective curriculum units to align with them She provides practical and accessible tools for developing a unit map and for making the important connections among all map components including differentiated instruction Also included are A

rationale for each component of unit and lesson design Practical quality instruments to plan exciting content rich units of study aligned to the CCSS Reproducible templates and examples of unit curriculum maps and sample lessons In addition this practitioner friendly guide provides templates exercises rubrics and assessment tools and instructional strategies A companion website offers helpful online resources that readers can download and use Teachers curriculum designers or directors administrators PLC members and others who plan to use the Common Core State Standards to write meaningful and effective curriculum will find valuable navigational assistance from a skilled and experienced professional throughout these pages

Unison Reading Cynthia McCallister, 2011 Written as a guide to help teachers who are interested in implementing Unison Reading in their classrooms and schools the book presents Unison Reading as both a method and a program including practical guidance and solid theoretical support

Unlocking English Learners' Potential Diane Staehr Fenner, Sydney Snyder, 2017-05-16 A once in a generation text for assisting a new generation of students Content teachers and ESOL teachers take special note if you're looking for a single resource to help your English learners meet the same challenging content standards as their English proficient peers your search is complete Just dip into this toolbox of strategies examples templates and activities from EL authorities Diane Staehr Fenner and Sydney Snyder The best part Unlocking English Learners Potential supports teachers across all levels of experience The question is not if English learners can succeed in today's more rigorous classrooms but how Unlocking English Learners Potential is all about the how How to scaffold ELs instruction across content and grade levels How to promote ELs oral language development and academic language How to help ELs analyze text through close reading and text dependent questions How to build ELs background knowledge How to design and use formative assessment with ELs Along the way you'll build the collaboration advocacy and leadership skills that we all need if we're to fully support our English learners After all any one of us with at least one student acquiring English is now a teacher of ELs Schools are not intentionally equitable places for English learners to achieve but they could be if the right system of support were put in place Diane Staehr Fenner and Sydney Snyder recommend just such a system Not only does it have significant potential for providing fuller access to the core curriculum it also provides a path for teachers to travel as they navigate the individual needs of students and support their learning journeys Douglas Fisher Coauthor of Visible Learning for Literacy

American Book Publishing Record, 2005

Standards, 2000 Includes examples of activities at the intermediate level which address a specific standard for each curricular area language arts social studies math science and the arts Also includes a section on teaching methods and a section on assessment

Checklist of Indiana State Documents, 1992

Short-title Checklist of Official Florida Publications Received by the University of Florida Library University of Florida. Libraries, 1964

Monthly Checklist of State Publications Library of Congress. Exchange and Gift Division, 1979 June and Dec issues contain listings of periodicals

Children's Sex-role Standards and Sex-role Identification and Their Relationship to Achievement Carol Anne Dwyer, 1972

Short-title Checklist of Official Florida

Publications Received by the University of Florida Libraries University of Florida. Libraries. Documents Department, 1964

Monthly Checklist of State Publications Library of Congress. Processing Department, 1952 **The Legal Handbook for Virginia School Administrators** T. Page Johnson, Roger E. Jones, Randy D. Barrack, 1999 Legislative Research Checklist Council of State Governments, 1965 **Resources in Vocational Education** , 1981 Literacy James David Cooper, Nancy D. Kiger, 2003 Now appearing in its fifth edition this reading methods text focuses on a contemporary active learning approach for teaching literacy Its 11 chapters and teacher resource handbook help teachers develop balanced literacy programmes using both direct and indirect instruction One of the text s hallmark features is its complete presentation of authentic children s stories accompanied by sample lesson plans that guide teachers in developing their own lessons Highlights of this fifth edition include New A new full colour design and re designed literacy lessons New Chapter 1 Focus on Literacy Learning emphasises the stages of literacy development the role of standards how diversity impacts literacy learning and the place of technology in literacy development New Chapter 10 Developing a Management System for the Balanced Literacy Classroom presents procedures for developing student routines New The text now explores how instructors can meet the needs of English language learners in diverse classrooms New To The Student Reading This Text is an introduction that explains what students should do before reading while reading and after reading each chapter so they get the most out of the text material New The Literacy Helping Children Construct Meaning web site provides additional resources for extended instructor and student support Assessing Students with Special Needs James A. McLoughlin, Rena B. Lewis, 2001 Appropriate for assessment courses in special education This clear comprehensive guide to the assessment of students with mild disabilities retains the hallmark of its previous editions by presenting a balanced coverage of formal and informal assessment The text equips future teachers to understand all phases of the assessment process from helping them select the proper assessment tool to using the results to adapt instruction to improve education for special students

Assessing Special Students James A. McLoughlin, Rena B. Lewis, 1990 McLoughlin and Lewis provide extensive information on the use of testing computers and other assessment tools Guidelines in the monitoring of test results are presented as well as methods of increasing parent participation in the assessment process **The State of Preschool** , 2007

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