

GRADE 3

OPERATIONS & ALGEBRAIC THINKING

- 3.OA.A.1** Understand multiplication as whole numbers, e.g., $5 \times 7 = 35$ is the total number of objects in 5 groups of 7 objects each.
- 3.OA.A.2** Interpret whole numbers (greater than 1) as the total number of objects in equal groups of objects with total number of objects given, e.g., 3 groups of 4 objects are shown as 3 + 3 + 3 = 9 or 3 \times 3 = 9.
- 3.OA.A.3** Use multiplication and division within 100 to solve word problems 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.
- 3.OA.A.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- 3.OA.B.5** Apply properties of operations as strategies to multiply and divide.2 Examples: If $8 \times 5 = 40$, then $40 \div 5 = 8$; If $7 \times 3 = 21$, then $21 \div 3 = 7$.
- 3.OA.B.6** Understand division as the inverse of multiplication.
- 3.OA.B.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (or facts of 10) or properties of operations.
- 3.OA.B.8** Solve two-step word problems using the four operations. Represent these situations using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 3.OA.C.9** Identify arithmetic patterns (including patterns in the addition and multiplication tables), and explain them using properties of operations.

NUMBER & OPERATIONS IN BASE 10

- 3.NBT.A.1** Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.A.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.
- 3.NBT.A.3** Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $8 \times 20 = 160$) using strategies based on place value and properties of operations.

MEASUREMENT & DATA

- 3.MD.A.1** Solve word problems involving time intervals in minutes. (Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a clock diagram.)
- 3.MD.B.3** Draw a scaled bar graph to represent a data set with several categories. Solve word problems involving "how many more" and "how many less" questions.

- 3.MD.B.4** Solve problems involving measurement and estimation of intervals of time, liquid volume, and weight/mass.

- 3.MD.C.5** Recognize area as an attribute of plane figures and distinguish between linear and area measures. For example, a square with side length 1 unit is called "one square" because it takes one square unit to cover the surface of the square.

- 3.MD.C.6** Measure area by counting unit squares.

- 3.MD.C.7** Relate area to the operations of multiplication and addition.

- 3.MD.C.8** Solve real world and mathematical problems involving perimeters of polygons, including rectangles or squares, or a combination of both. Apply these techniques in the context of solving real world problems.

- 3.MD.D.9** Relate area to the operations of multiplication and addition.

- 3.MD.D.10** Recognize area as additive.

- 3.MD.D.11** Solve real world problems involving perimeters of polygons, including rectangles or squares, or a combination of both. Apply these techniques in the context of solving real world problems.

- 3.MD.D.12** Relate area to the operations of multiplication and addition.

- 3.MD.D.13** Solve real world problems involving perimeters of polygons, including rectangles or squares, or a combination of both. Apply these techniques in the context of solving real world problems.

- 3.MD.D.14** Relate area to the operations of multiplication and addition.

- 3.MD.D.15** Relate area to the operations of multiplication and addition.

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- 3.MD.D.60** Relate area to the operations of multiplication and addition.

NUMBER AND OPERATIONS - FRACTIONS

- 3.NF.A.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 $1/b$.
- 3.NF.A.2** Understand a fraction as a number on the number line. Represent fractions on a number line diagram.
- 3.NF.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

GEOMETRY

- 3.G.A.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and squares) may share attributes (e.g., equal sides or four right angles) and may not share attributes (e.g., having four sides of equal length).
- 3.G.A.2** Partition a rectangle into equal shares using lines parallel to its sides (the familiar "columns and rows" method).
- 3.G.A.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 3.G.A.4** Recognize right angles in real world and mathematical situations.
- 3.G.A.5** Recognize that shapes in different categories (e.g., rhombuses, rectangles, and squares) may share attributes (e.g., equal sides or four right angles) and may not share attributes (e.g., having four sides of equal length).

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 activites 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*

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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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