

Math Content Standard

Grade 3

| Name of Student | Standard |
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| | 1.1 NS Count, read, and write whole numbers to 10,000. |
| | 1.2 Compare and order whole numbers to 10,000. |
| | 1.3 Identify the place value for each digit in numbers to 10,000. |
| | 1.4 Round off numbers to 10,000 to the nearest ten, hundred, and thousand. |
| | 1.5 Use expanded notation to represent numbers. |
| | 2.1 Add and subtract whole numbers between 0 and 10,000. |
| | 2.2 Memorize the multiplication tables for numbers between 1 and 10. |
| | 2.3 Use the inverse relationship of multiplication and division to compute and check results. |
| | 2.4 Solve simple problems involving multiplication of multidigit numbers by one-digit numbers. |
| | 2.5 Solve division problems in which a multidigit number is evenly divided by a one-digit number. |
| | 2.6 Understand the special properties of 0 and 1 in multiplication and division. |
| | 2.7 Determine the unit cost when given the total cost and number of units. |
| | 2.8 Solve problems that require two or more of the skills mentioned above. |
| | 3.1 Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context. |
| | 3.2 Add and subtract simple fractions. |
| | 3.3 Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. |
| | 3.4 Know and understand that fractions and decimals are two different representations of the same concept. |
| | 1.1 AF Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities. |
| | 1.2 Solve problems involving numeric equations or inequalities. |
| | 1.3 Select appropriate operational and relational symbols to make an expression true. |
| | 1.4 Express simple unit conversions in symbolic form. |
| | 1.5 Recognize and use the commutative and associative properties of multiplication. |

Math Content Standard

Grade 3 continued

| Name of Student | Standard |
|-----------------|---|
| | 2.1 AF Solve simple problems involving a functional relationship between two quantities. |
| | 2.2 Extend and recognize a linear pattern by its rules. |
| | 1.1 MG Choose the appropriate tools and units and estimate and measure the length, liquid volume, and weight/mass of given objects. |
| | 1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. |
| | 1.3 Find the perimeter of a figure with three or more sides. |
| | 1.4 Carry out simple unit conversions within a system of measurement. |
| | 2.1 Identify, describe, and classify polygons. |
| | 2.2 Identify attributes of triangles. |
| | 2.3 Identify attributes of quadrilaterals. |
| | 2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle. |
| | 2.5 Identify, describe, and classify common three-dimensional geometric objects. |
| | 2.6 Identify common solid objects that are the components needed to make a more complex solid object. |
| | 1.1 SP Identify whether common events are certain, likely, unlikely, or improbable. |
| | 1.2 Record the possible outcomes for a simple event and systematically keep track of the outcomes when the event is repeated many times. |
| | 1.3 Summarize and display the results of data collection. |
| | 1.4 Use the results of probability experiments to predict future events. |
| | 1.1 MR Analyze problems by identifying relationships, distinguishing relevant from irrelevant, sequencing and prioritizing information, and observing patterns. |
| | 1.2 Determine when and how to break a problem into simpler parts. |
| | 2.1 Use estimation to verify the reasonableness of calculated results. |
| | 2.2 Apply strategies and results from simpler problems to more complex problems. |
| | 2.3 Use a variety of methods to explain mathematical reasoning. |
| | 2.4 Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work. |

