

3rd Grade Math

Quarter 1 Standards

1. **3.M.NBT.A.02:** The Highly Proficient student can explain the method used in finding the sum or difference and recognizes and identifies an error and shows the correct answer.
2. **3.M.NBT.A.03:** The Highly Proficient student can use multiple strategies to find the product of single-digit whole numbers by multiples of 10.
3. **3.M.OA.A.01:** The Highly Proficient student can interpret products of whole numbers as the total number of objects in equal groups.
4. **3.M.OA.A.02:** The Highly Proficient student can interpret quotients of whole numbers within 100, by representing context using pictures, numbers, and words.
5. **3.M.OA.A.03:** The Highly Proficient student can multiply and divide within 144 to solve word problems, using a wide range of strategies. (Vail/BT expectation - use multiplication & division within 144 to solved word problems in situations involving equal groups, arrays, & measurement quantities.)
6. **3.M.OA.A.04:** The Highly Proficient student can determine an unknown whole number in a multiplication and division equation.
7. **3.M.OA.B.05:** The Highly Proficient student can apply multiple strategies of operations within a problem.
8. **3.M.OA.B.06:** Understand division as an unknown-factor problem (e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8).

Quarter 2 Standards

1. **3.M.G.A.02:** The Highly Proficient student can partition shapes in multiple ways into parts with equal areas and expresses the area as a unit fraction of the whole.
2. **3.M.MD.A.02a:** The Highly Proficient student can estimate and measure mass and capacity to solve two-step real world problems with any operation.
3. **3.M.MD.A.02b:** The Highly Proficient student can solve two-step measurement word problems with any operation.
4. **3.M.NF.A.01:** The Highly Proficient student can apply the understanding of unit fractions to real world problems and situations.

5. **3.M.NF.A.02:** The Highly Proficient student can show a set of fractions with unlike denominators on a number-line by partitioning into equal parts, and apply understanding of fractions to real world situations.
6. **3.M.NF.A.02c:** Understand a fraction as a number on the number line; represent fractions on a number line diagram. c. Understand a fraction $1/b$ as a special type of fraction can be referred to as a unit fraction (e.g. $1/2$, $1/4$).
7. **3.M.NF.A.03:** The Highly Proficient student can create models to compare fractions and explain why two fractions are equivalent.
8. **3.M.OA.D.09:** The Highly Proficient student can create and extend arithmetic patterns and explain patterns using properties of operations.

Quarter 3 Standards

1. **3.M.MD.A.01a:** The Highly Proficient student can solve two-step real world time interval problems using addition and subtraction to the minute.
2. **3.M.MD.A.01b:** The Highly Proficient Student can a two-step word problem involving money through \$20.00.
3. **3.M.MD.B.03:** The Highly Proficient student can solve multi-step "how many more" and "how many less" problems using scaled bar graphs and line plots.
4. **3.M.MD.B.04:** The Highly Proficient student can create and show measurement data to the nearest $\frac{1}{4}$ inch using a line plot graph, in order to answer multi-step questions.
5. **3.M.NBT.A.01:** The Highly Proficient student can use rounding strategies in real-world situations.
6. **3.M.OA.C.07:** The Highly Proficient student can multiply and divide within 144 using a wide range of contexts. (Vail/BT expectation - fluently multiply and divide within 144, using strategies such as the relationship between multiplication and division.)
7. **3.M.OA.D.08:** The Highly Proficient student can create two-step word problems using multiple operations.

Quarter 4 Standards

1. **3.M.G.A.01:** The Highly Proficient student can recognize and sort examples of quadrilaterals that have shared attributes and draws examples and non-examples of quadrilaterals that are not rhombuses, rectangles, or squares.

- 2. 3.M.MD.C.05:** The Highly Proficient student can understand area as an attribute of plane figures and understand concepts of area measurement. 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. 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.
- 3. 3.M.MD.C.06:** The Highly Proficient student can measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 4. 3.M.MD.C.07:** The Highly Proficient student can find the area of 2 plane figures by counting the square units or multiplying their side lengths and compares their sizes. The Highly Proficient student can create a word problem using the distributive property to find the area of rectangles.
- 5. 3.M.MD.C.08:** The Highly Proficient student can construct rectangles that have the same perimeter but different areas.