

GRADE: 3	Content Area: Math
Standard: Geometry	
Key Idea: Reason with shapes and their attributes.	
Required Skills:	
a.) I can sort shapes into groups based on their attributes, like shapes with four sides.	
b.) I can name and draw different kinds of quadrilaterals, like rectangles, squares, and rhombuses	
c.) I can partition shapes into equal parts and name each part as a fraction of the whole.	
Standard: Measurement and Data	
Key Idea: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
Required Skills:	
a.) I can tell and write time to the nearest minute. I can also find out how much time has passed and solve problems by adding or	
subtracting minutes	
b.) I can measure and estimate how much liquid is in a container and how heavy objects are using grams, kilograms, and liters. I can	
also solve problems by adding, subtracting, multiplying, or dividing when the amounts are in the same unit	
Key Idea: Represent and interpret data.	
Required Skills:	
a.) I can make picture graphs and bar graphs with a scale to show data. I can also use the graphs to solve problems by comparing	
amounts	
b.) I can measure lengths using a ruler	that shows halves and fourths of an inch. I can also organize my measurements on a line plot
using the right units	
Key Idea: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
Required Skills:	
a.) I can understand that area is the space inside a shape and learn how to measure it	
b.) I can understand that a square with sides that are 1 unit long is called a unit square and has an area of one square unit. I can use	
unit squares to measure area.	
c.) I can understand that the area of a shape is the number of unit squares that can cover it without gaps or overlaps	
Key Idea: Measure areas by counting unit squares	
Key Idea: Measure areas by counting unit squares	

Required Skills:

a.)

Key Idea: Relate area to the operations of multiplication and addition.

Required Skills:

a.) I can find the area of a rectangle by tiling it, and I can show that the area is the same as multiplying the side lengths.

b.) I can multiply the side lengths of a rectangle to find its area and use it to solve real-world problems, showing the area as a rectangle.

c.) I can use tiling to show that the area of a rectangle is the sum of smaller parts and use this to explain the distributive property.

d.) I can recognize that area is additive and find the area of complex shapes by breaking them into non-overlapping rectangles and adding their areas to solve problems.

Key Idea: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Required Skills:

a.) I can solve real-world and math problems about the perimeter of polygons by adding side lengths, finding missing sides, and showing rectangles with the same perimeter but different areas or the same area but different perimeters.

Standard: Number and Operations in Base Ten

Key Idea: Use place value understanding and properties of operations to perform multi-digit arithmetic.

Required Skills:

a.) I can use place value to round whole numbers to the nearest 10 or 100.

b.) I can fluently add and subtract within 1,000 using different strategies like place value, properties of operations, and the relationship between addition and subtraction.

c.) I can multiply a one-digit number by multiples of 10 (like 10, 20, or 90) using place value and properties of operations.

Standard: Number and Operations---Fractions

Key Idea: Develop understanding of fractions as numbers.

Required Skills:

- a.) I can understand that a fraction represents a part of a whole that is split into equal parts.
- b.) I can understand that a fraction shows how many of those equal parts are being counted.
- c.) I can understand that a fraction is a number on the number line and show it on a number
- d.) I can understand when two fractions are equivalent by comparing their size or location on a number line
- e.) I can create and explain simple equivalent fractions using models.
- f.) I can express whole numbers as fractions and recognize when fractions are equal to whole numbers
- g.) I can compare fractions with the same numerator or denominator using symbols like >, <, or =

Standard: Operations and Algebraic Thinking

Key Idea: Represent and solve problems involving multiplication and division.

Required Skills:

a.) I can understand multiplication as a way to find the total number of objects in equal groups

b.) I can understand division as sharing or grouping objects equally and explain what a quotient represents.

c.) I can use multiplication and division within 100 to solve word problems by using drawings and equations.

d.) I can find the missing number in a multiplication or division equation that relates to three whole numbers.

Key Idea: Understand properties of multiplication and the relationship between multiplication and division.

Required Skills:

a.) I can use different strategies to multiply and divide

b.) I can understand that in division I can find the answer by using its equivalent multiplication equation.

Key Idea: Multiply and divide within 100.

Required Skills:

a.) I can fluently multiply and divide within 100 using different strategies.

Key Idea: Solve problems involving the four operations and identify and explain patterns in arithmetic.

Required Skills:

n.) I can solve two-step word problems using the four operations and represent them with equations, using a letter for the unknown quantity.

.) I can also check if my answers make sense by using mental math and estimation, including rounding.

.) I can identify arithmetic patterns and explain them using properties of operations.