



| Grade: 3  |   |  |   |
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| Domain  | Cluster   | Standard   | Associated Goal Stems   |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 3,<br>Standard 1 | Represent and solve problems involving multiplication and division. | Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each, or 7 groups of 5 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .   | <b>3.OA.1 Describe Products of Whole Numbers</b><br><STUDENT> will describe products of whole numbers as the total number of objects in groups <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 3,<br>Standard 2 | Represent and solve problems involving multiplication and division. | 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 a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ . | <b>3.OA.2 Interpret Quotients of Whole Numbers</b><br><STUDENT> will describe 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 a number of shares when 56 objects are partitioned into equal shares of 8 objects each <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 3,<br>Standard 3 | Represent and solve problems involving multiplication and division. | Use multiplication and division within 100 to solve word problems in situations 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.   | <b>3.OA.3 Multiply Up to a Product of 100</b><br><STUDENT> will multiply up to a product of 100 to solve <#> word problems in situations involving equal groups, arrays, and measurement quantities <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
|   |   |  | <b>3.OA.3 Divide a Number no Greater than 100</b><br><STUDENT> will divide a total number no greater than 100 to solve <#> word problems in situations involving equal groups, arrays, and measurement quantities <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |



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| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 3,<br>Standard 4  | Represent and solve problems involving multiplication and division.                            | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math></i> | <b><u>3.OA.4 Determine Unknown Whole Number in Equation</u></b><br><br><STUDENT> will determine the unknown whole number in a multiplication or division equation relating three whole numbers (e.g., $8 \times n = 48$ , $5 = n \div 3$ , $6 \times 6 = n$ ) <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
| (OA)<br>Operations and Algebraic Thinking<br><br>Grade 3,<br>Standard 8  | Solve problems involving the four operations, and identify and explain patterns in arithmetic. | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.  | <b><u>3.OA.8 Solve 2- Step Word Problems Using 4 Operations</u></b><br><br><STUDENT> will solve two-step word problems using the four operations and will represent the problem using equations with a letter standing for the unknown quantity <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                |
|  |  |  | <b><u>3.OA.8 Assess Reasonableness of Answers to 2-Step Word Problems</u></b><br><br>Given the solution of a two-step word problem, <STUDENT> will determine if the answer is reasonable using strategies such as mental computation, estimation, and rounding <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 3,<br>Standard 1 | Use place value understanding and properties of operations to perform multi-digit arithmetic.  | Use place value understanding to round whole numbers to the nearest 10 or 100.   | <b><u>3.NBT.1 Round Numbers to Nearest 10 or 100</u></b><br><br><STUDENT> will round whole numbers to the nearest 10 or 100 <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |



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| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 3,<br>Standard 2 | Use place value understanding and properties of operations to perform multi-digit arithmetic. | 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.                | <b><u>3.NBT.2 Add Up to a Sum of 1000</u></b><br><br><STUDENT> will add up to a sum of 1000 using strategies and algorithms based on place value and properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
|  |   |  | <b><u>3.NBT.2 Subtract From a Total Number Up to 1000</u></b><br><br><STUDENT> will subtract from a total number no greater than 1000 using strategies and algorithms based on place value and properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                |
| (NBT)<br>Number and Operations in Base Ten<br><br>Grade 3,<br>Standard 3 | Use place value understanding and properties of operations to perform multi-digit arithmetic. | Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.              | <b><u>3.NBT.3 Multiply 1-digit Whole Numbers by Multiples of 10</u></b><br><br><STUDENT> will multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value or properties of operations <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (NF)<br>Number and Operations- Fractions<br><br>Grade 3,<br>Standard 1   | Develop understanding of fractions as numbers.  | 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 $1/b$ . | <b><u>3.NF.1 Understand Fractions as Parts Partitioned from Whole</u></b><br><br><STUDENT> will understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                          |



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| <p>(NF)<br/>Number and Operations- Fractions</p> <p>Grade 3,<br/>Standard 2</p> | <p>Develop understanding of fractions as numbers.</p> | <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>a. Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.</p> <p>b. Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> | <p><b>3.NF.2 Represent Fractions on Number Line</b></p> <p>&lt;STUDENT&gt; will demonstrate understanding of a fraction as a number on the number line and/or represent fractions on a number line diagram &lt;UNDER_WHAT_CONDITION&gt; as measured &lt;MEASURE&gt; in &lt;NUMBER1&gt; out of &lt;NUMBER2&gt; trials with &lt;PERCENT&gt;% accuracy.</p> |
|   |   |  | <p>(NF)<br/>Number and Operations- Fractions</p> <p>Grade 3,<br/>Standard 3</p>  |



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| (MD)<br>Measurement and Data<br><br>Grade 3,<br>Standard 1 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | Tell and write time to the nearest minute and 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.   | <b><u>3.MD.1 Tell and Write Time to Nearest Minute</u></b><br><br><STUDENT> will tell time and/or write time to the nearest minute <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
|  |  |   | <b><u>3.MD.1 Solve Word Problems Involving Time Intervals in Minutes</u></b><br><br><STUDENT> will measure time intervals in minutes and solve word problems involving addition and subtraction of time intervals in minutes <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (MD)<br>Measurement and Data<br><br>Grade 3,<br>Standard 2 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and English Units (oz, lb.), and liters (l).6 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 (such as a beaker with a measurement scale) to represent the problem. | <b><u>3.MD.2 Solve 1-Step Problems Involving Mass/Volume</u></b><br><br><STUDENT> will solve <#> one-step word problems involving masses and/or volumes that are given in the same units <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                                     |
| (MD)<br>Measurement and Data<br><br>Grade 3,<br>Standard 3 | Represent and interpret data.  | 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 scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.  | <b><u>3.MD.3 Represent Data Set by Drawing Graphs</u></b><br><br><STUDENT> will draw a scaled picture graph and a scaled bar graph to represent a data set with several categories <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.   |
|  |  |   | <b><u>3.MD.3 Solve 1- and 2-Step Word Problems Using Graphs</u></b><br><br><STUDENT> will solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.              |



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| (MD)<br>Measurement and Data<br><br>Grade 3,<br>Standard 7 | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. | Relate area to the operations of multiplication and addition.<br>a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.<br>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.<br>c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.<br>d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. | <b>3.MD.7 Find Area of Rectangle</b><br><br><STUDENT> will find the area of a rectangle with whole-number sides by using square units, and demonstrate that this is the same as multiplying the side lengths <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |
|  |   |   | <b>3.MD.7 Find Area of Rectilinear Figure</b><br><br><STUDENT> will demonstrate that area is additive by finding the area of a rectilinear figure by decomposing it into non-overlapping rectangles and adding the areas of the non-overlapping parts <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (MD)<br>Measurement and Data<br><br>Grade 3,<br>Standard 8 | Geometric measurement: recognize perimeter.   | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.  | <b>3.MD.8 Find Perimeter of Polygons</b><br><br><STUDENT> will find the perimeter of polygons when given side lengths and/or find the length of an unknown side when given the perimeter and remaining side lengths <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                                   |
|  |   |   | <b>3.MD.8 Produce Rectangles with Varying Perimeter and Area</b><br><br><STUDENT> will produce rectangles with the same perimeter and different areas and rectangles with the same area and different perimeters <UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.                                      |



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| (G)<br>Geometry<br><br>Grade 3,<br>Standard 1 | Reason with shapes and their attributes. | Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. | <b><u>3.G.1 Understand Shapes and Shared Attributes</u></b><br><br><STUDENT> will demonstrate understanding of shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals)<br><UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy. |
| (G)<br>Geometry<br><br>Grade 3,<br>Standard 2 | Reason with shapes and their attributes. | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>   | <b><u>3.G.2 Partition Shapes Into Parts with Equal Areas</u></b><br><br><STUDENT> will partition shapes into parts with equal areas and express each part as a unit fraction of the whole<br><UNDER_WHAT_CONDITION> as measured <MEASURE> in <NUMBER1> out of <NUMBER2> trials with <PERCENT>% accuracy.  |