Common Core Standards	I Can Statements....	Math Unit/Skill
3NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. 3NBT.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.	I can round numbers to the nearest ten or 100. I can add and subtract numbers within 1000.	**Unit 1 Addition/Subtraction/Place Value (2-3 weeks)** Addition and Subtraction Place Value Rounding Estimating Skip Counting
3.OA.1nterpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. 3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 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 ÷ 8. 3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?. 3.OA.5 Apply properties of operations as	I can understand multiplication by thinking about groups of objects. I can understand division by thinking about how one group can be divided into smaller groups. I can find the missing number in a multiplication or division equation. I can use the Commutative property of	**Unit 2 Multiplication and Division (4-6 weeks)** Arrays, grouping, and repeated addition Algebraic expression Fact Families Properties Basic Fact Fluency Strategies

strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	multiplication. (I know that if 6 x 4 = 24, then 4 x 6 = 24.) I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.	
3.OA.3 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.1	I can use what I know about multiplication and division to solve word problems.	**Unit 3: Multiplication and Division Application (4-6 week)** Word Problems (x and /) Two Step Word Problems (+, -, x, /) Basic Facts (Fluency) Strategies based on place value and properties

3.OA.8 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. 3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. 3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	I can use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable. I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. I can quickly and easily multiply any one digit whole number by 10.	
3.G.1 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.	I can place shapes into categories depending upon their attributes.	**Unit 4 Geometry Part 1 (1-2 weeks)** Polygons
3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.		**Unit 5 Geometry 2 (4-5 weeks)** What area means Area and Perimeter

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.MD.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7 Relate area to the operations of multiplication and addition. 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. 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. 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning. 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	I can understand that the area of plane shapes can be measured in square units. I can measure areas by counting unit squares. I can measure area by using what I know about multiplication and addition. I can solve real world math problems using what I know about the perimeter of	Area related to formulas Word problems with perimeter

technique to solve real world problems. 3.MD.8 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.	shapes.	
3.NF.1 Understand a fraction 1/b as the quantity formed by 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.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. 3.NF.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same	I can show and understand that fractions are equal parts of a whole. I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole. I can explain in words or pictures how two fractions can sometimes be equal.	**<u>Unit 6 Fractions (6-8 weeks)</u>** Introduction to Fraction Understand fraction on number line Equivalent and Comparing Fractions

size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	I can compare fractions by reasoning about their size. I can show whole numbers as fractions. (3 = 3/1) I can recognize fractions that are equal to one whole. (1 = 4/4)	
3.MD.1 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. 3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), 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	I can tell and write time to the nearest minute. I can measure time in minutes. I can solve telling time word problems by adding and subtracting minutes. I can measure liquids and solids with liters, grams and kilograms. I can use addition, subtraction,	**Unit 7 Measurement (3-4 weeks)** Time Volume and Mass Graphs Measurement with rulers

drawings (such as a beaker with a measurement scale) to represent the problem.7	multiplication and division to solve word problems involving mass and volume.	
3,MD.3 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.	I can create a picture or bar graph to show data and solve problems using the information from the graphs.	
3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.	