



Grade 3 Math		Grade 3 Math	Grade 3 Math
No.	Category Heading	Standards	Standard Description
	<b>Number Sense and Operation Strand</b>		<b>Each different shade block will contain at least 30 ques. for learning/review.</b>
		<b>Numeration: Whole Numbers</b>	
1	Skip Count	3N1	Skip count by 25s, 50s, 100s to 1,000
2	Compare & Order Numbers	3N2, 3N3	Read and Write/Compare and Order Numbers to 1,000
3	Place Value	3N4, 3N5	Place Value to 1,000; Compose and decompose three-digit numbers
4	Properties	3N6	Commutative property of addition and multiplication
4		3N7	Use 1 as the identity element for multiplication
4		3N8	Use the zero property of multiplication
4		3N9	Associative property of addition
5	Even-Odd Numbers	3N16	Identify odd and even numbers
5		3N17	Develop an understanding of the properties of odd/even
6	Prob Solving - Correct Operations	3N24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations
7	Estimation-Rounding	3N25	Estimate numbers up to 500
7		3N26	Recognize real world situations in which an estimate (rounding) is more appropriate
7		3N27	Check reasonableness of an answer by using estimation
		<b>Whole Numbers: Add &amp; Subt.</b>	
8	Add-Subt. 3 digit numbers	3N18	Add and subtract 3-digit numbers
		<b>Whole Numbers: Mult. &amp; Div,</b>	
9	Times Tables	3N19	Develop fluency with single-digit multiplication facts
10	Multiplication - Variety	3N20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
10		3N21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
11	Division - Variety	3N22	Demonstrate fluency and apply single-digit division facts
11		3N23	Use tables, patterns, halving, and manipulatives to provide meaning for division
		<b>Fractions</b>	
12	Fractions	3N10	Develop an understanding of fractions as part of a whole unit and as parts of a collection
12		3N11	Use manipulatives, visual models, and illustrations to name and represent unit fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{6}$ , and $\frac{1}{10}$ ) (and ) as part of a whole or a set of objects
12		3N12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction
12		3N13	Recognize fractional numbers as equal parts of a whole



13	Comparing Unit Fractions - Equivalent Fractions	3N14	Explore equivalent fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ )
13		3N15	Compare and order unit fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ ) and find their approximate locations on a number line
	<b>Algebra Strand</b>	<b>Algebra</b>	
14	Comparing Whole Numbers and Fractions	3A1	Use the symbols $<$ , $>$ , $=$ (with and without the use of a number line) to compare whole numbers and unit fractions: $\frac{1}{2}$ , 3, 4, 5, 6, 10
	<b>Geometry Strand</b>	<b>Geometry</b>	
15	Identify Shapes	3G1	Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
15		3G2	Identify congruent and similar figures
15		3G5	Identify and construct lines of symmetry
16	Three Dimensional Shapes	3G3	Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone
16		3G4	Identify the faces on a three-dimensional shape as two-dimensional shapes
	<b>Measurement Strand</b>	<b>Measurement</b>	
17	Correct Tools and Measurements	3M1	Select tools and units (customary) appropriate for the length measured
17		3M2	Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards)
17		3M3	Measure objects, using ounces and pounds
17		3M4	Recognize capacity as an attribute that can be measured
17		3M5	Compare capacities (e.g., Which contains more? Which contains less?)
17		3M6	Measure capacity, using cups, pints, quarts, and gallons
17		3M10	Select and use standard (customary) and non-standard units to estimate measurements
18	Money	3M7	Money: Count and represent combined coins and dollars, using currency symbols (\$0.00)
19	Time	3M8	Time: Relate unit fractions to the face of the clock: Whole = 60 minutes, $\frac{1}{2}$ = 30 minutes, $\frac{1}{4}$ = 15 minutes
19		3M9	Tell time to the minute, using digital and analog clocks
	<b>Statistics and Probability Strand</b>	<b>Statistics and Probability</b>	
20	Statistics and Probability - Graphs	3S2	Collect data using observation and surveys, and record appropriately
20		3S3	Construct a frequency table to represent a collection of data
20		3S4	Identify the parts of pictographs and bar graphs
20		3S5	Display data in pictographs and bar graphs
20		3S6	State the relationships between pictographs and bar graphs
20		3S7	Read and interpret data in bar graphs and pictographs
20		3S8	Formulate conclusions and make predictions from graphs