

Grade 3 Mathematics Checklist

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Related Schoolwide Learner Outcomes

Operations and Algebraic Thinking

- ☐ 3.OA.A.1: I can understand multiplication by thinking about groups of objects.
- ☐ 3.OA.A.2: I can understand division by thinking about how one group can be divided into smaller groups.
- ☐ 3.OA.A.3: I can use what I know about multiplication and division to solve word problems.
- ☐ 3.OA.A.4: I can find the missing number in a multiplication or division equation.
- ☐ 3.OA.B.5: I can use the Commutative property of multiplication (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$).
- ☐ 3.OA.B.5: I can use the Associative property of multiplication (to figure out $3 \times 5 \times 2$, I can multiply $3 \times 5 = 15$, then $15 \times 2 = 30$ OR multiply $5 \times 2 = 10$, then $3 \times 10 = 30$).
- ☐ 3.OA.B.5: I can use the Distributive property of multiplication (to figure out 8×7 , I can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$).
- ☐ 3.OA.B.6: I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8$ because I know that $8 \times 4 = 32$).
- ☐ 3.OA.C.7: I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.
- ☐ 3.OA.D.8: I can solve two-step word problems that involve addition, subtraction, multiplication, and division.
- ☐ 3.OA.D.8: I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.
- ☐ 3.OA.D.8: I can use mental math to figure out if the answers to two-step word problems are reasonable.
- ☐ 3.OA.D.9: I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

Numbers and Operations in Base Ten

- ☐ 3.NBT.A.1: I can use place value to help me round numbers to the nearest 10 or 100.
- ☐ 3.NBT.A.2: I can quickly and easily add and subtract numbers within 1000.
- ☐ 3.NBT.A.3: I can multiply any one-digit whole number by a multiple of 10 (6×90 , 4×30).

Numbers and Operations: Fractions

- ☐ 3.NF.A.1: I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.
- ☐ 3.NF.A.2: I can understand a fraction as a number on the number line by showing fractions on a number line diagram.
- ☐ 3.NF.A.2.A: I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.
- ☐ 3.NF.A.2.B: I can show a fraction on a number line by marking off equal parts between two whole numbers.
- ☐ 3.NF.A.3: I can understand how some different fractions can actually be equal.
- ☐ 3.NF.A.3: I can compare fractions by reasoning about their size.
- ☐ 3.NF.A.3.A: I can understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.
- ☐ 3.NF.A.3.B: I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.
- ☐ 3.NF.A.3.C: I can show whole numbers as fractions ($3 = 3/1$).
- ☐ 3.NF.A.3.C: I can recognize fractions that are equal to one whole ($1 = 4/4$).
- ☐ 3.NF.A.3.D: I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.
- ☐ 3.NF.A.3.D: I can understand that comparing two fractions is only reasonable if they refer to the same whole.
- ☐ 3.NF.A.3.D: I can compare fractions with the symbols $>$, $=$, $<$ and prove my comparison by using models.

Measurement and Data

- ☐ 3.MD.A.1: I can tell and write time to the nearest minute.
- ☐ 3.MD.A.1: I can measure time in minutes.
- ☐ 3.MD.A.1: I can solve telling time word problems by adding and subtracting minutes.
- ☐ 3.MD.A.2: I can measure liquids and solids with grams (g), kilograms (kg), and liters (l).
- ☐ 3.MD.A.2: I can use addition, subtraction, multiplication, and division to solve word problems about mass or volume.
- ☐ 3.MD.B.3: I can make a picture or bar graph to show data and solve problems using the information from the graphs.
- ☐ 3.MD.B.4: I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half, or quarter.
- ☐ 3.MD.C.5: I can understand that one way to measure plane shapes is by the area they have.
- ☐ 3.MD.C.5.A: I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.

- ☐ 3.MD.C.5.B: I can cover a plane shape with square units to measure its area.
- ☐ 3.MD.C.6: I can measure areas by counting unit squares (square cm, square m, square in, square ft).
- ☐ 3.MD.C.7: I can understand area by thinking about multiplication and addition.
- ☐ 3.MD.C.7.A: I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.
- ☐ 3.MD.C.7.B: I can solve real-world problems about area using multiplication.
- ☐ 3.MD.C.7.C: I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$).
- ☐ 3.MD.C.7.D: I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.
- ☐ 3.MD.C.8: I can solve real-world math problems using what I know about how to find the perimeter of shapes.

Geometry

- ☐ 3.G.A.1: I can place shapes into categories depending upon their attributes (parts).
- ☐ 3.G.A.1: I can name a category of many shapes by looking at their attributes (parts).
- ☐ 3.G.A.1: I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles, and squares.
- ☐ 3.G.A.2: I can divide shapes into parts with equal areas and show those areas as fractions.