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| **Third Grade Math I Can Statements**  **Common Core Standards** | |
| **Operations and Algebraic Thinking** | |
| **3.OA.1**- | I can interpret products of whole numbers. This means I can model multiplication facts by forming groups to represent the factors. |
| **3.OA.2**- | I can interpret quotients of whole numbers. This means I can model division facts by separating objects into equal shares. |
| **3.OA.3-** | I can solve multiplication word problems by using equations. (within 100)  I can solve division word problems by using equations. (within 100)  I can solve multiplication word problems by using drawings. (within 100)  I can solve division word problems by using drawings. (within 100) |
| **3.OA.4-** | I can determine the unknown whole number in a multiplication problem. (missing value)  I can determine the unknown whole number in a division problem. |
| **3.OA.5-** | I can apply commutative property to solve multiplication problems. This means I can apply turn-around facts.  I can apply associative property to solve multiplication problems. This means when multiplying three numbers, I can choose two numbers to easily multiply then multiply that product by the remaining number.  I can apply distributive property to solve multiplication problems. This means I can change my problem to make it easier to multiply. |
| **3.OA.6**- | I can understand division as an unknown factor problem. This means I can solve a division problem by using multiplication. (fact families) |
| **3.OA.7-** | I can fluently recall multiplication facts. This means I know from memory all products of two one-digit numbers.  I can fluently multiply using properties and strategies.  I can fluently divide using properties and strategies. |
| **3.OA.8-** | I can solve two-step word problems using addition.  I can solve two-step word problems using subtraction.  I can solve two-step word problems using multiplication.  I can solve two-step word problems using division.  I can represent addition word problems using equations.  I can represent subtraction word problems using equations.  I can represent multiplication word problems using equations.  I can represent division word problems using equations.  I can use mental computation strategies to see if my answer is reasonable.  I can use mental estimation strategies to see if my answer is reasonable. |
| **3.OA.9-** | I can identify arithmetic patterns in addition tables.  I can identify arithmetic patterns in multiplication tables.  I can explain the arithmetic patterns in addition.  I can explain the arithmetic patterns in multiplication. |
| **Number and Operations in Base Ten** | |
| **3.NBT.1-** | I can use place value to round whole numbers to the nearest 10.  I can use place value to round whole numbers to the nearest 100. |
| **3.NBT.2-** | I can fluently add numbers up to 1,000 using various strategies.  I can fluently subtract numbers up to 1,000 using various strategies. |
| **3.NBT.3**- | I can use strategies to multiply one-digit whole numbers by multiples of 10. (10-90) |
| **Number and Operations – Fractions** | |
| **3.NF.1-** | I can define fractions as parts of a whole.  I can determine the individual parts within a fraction. (numerator)  I can determine the number of equal parts within a fraction. (denominator) |
| **3.NF.2-** | I can identify a fraction on a number line.  I can identify a fractional part on a number line.  I can represent a fraction on a number line when 1 is the numerator. (Ex. Using a number line 0-1 to show each section marked between 0-1 represents    0 1  I can represent a fraction on a number line when the numerator is more than 1. (Ex. Using a number line 0-1 to show each section marked increases the numerator.)  0  I can generate simple, equivalent fractions. |
| **3.NF.3-** | I can recognize when two fractions are equivalent when they are the same size or the same point on a number line.  I can recognize simple equivalent fractions.  I can express whole numbers as fractions.  (Ex. and using a number line to show that )  I can recognize fractions that are equivalent to whole numbers.  I can explain why fractions are equivalent.  I can compare two fractions with the same numerator.  I can compare two fractions with the same denominator.  I can recognize that to correctly compare two fractions they must have the same whole.  I can compare fractions using >, <, or =.  I can explain why my comparison of fractions is accurate. |
| **Measurement and Data** | |
| **3.MD.1-** | I can measure elapsed time to the nearest minute.  I can solve word problems involving addition of time.  I can solve word problems involving subtraction of time.  I can tell time to the nearest minute.  I can write time to the nearest minute. |
| **3.MD.2-** | I can add to solve one-step word problems involving mass.  I can subtract to solve one-step word problems involving mass.  I can multiple to solve one-step word problems involving mass.  I can divide to solve one-step word problems involving mass.  I can add to solve one-step word problems involving volume.  I can subtract to solve one-step word problems involving volume.  I can multiple to solve one-step word problems involving volume.  I can divide to solve one-step word problems involving volumes.  I can estimate liquid volume using liters.  I can estimate the mass of objects using grams.  I can estimate the mass of objects using kilograms.  I can measure liquid volume using liters.  I can measure the mass of objects using grams.  I can measure the mass of objects using kilograms. |
| **3.MD.3-** | I can solve one-step “how many more” problems using information from a scaled bar graph.  I can solve one-step “how many less” problems using information from a scaled bar graph.  I can solve two-step “how many more” problems using information from a scaled bar graph.  I can solve two-step “how many less” problems using information from a scaled bar graph.  I can draw a scaled picture graph to represent a data set with several categories.  I can draw a scaled bar graph to represent a data set with several categories. |
| **3.MD.4-** | I can generate measurement data by measuring lengths using rulers marked with halves of an inch.  I can generate measurement data by measuring lengths using rulers marked with fourths of an inch.  I can create a line plot that represents gathered measurement data in appropriate units. (whole numbers, halves, quarters) |
| **3.MD.5-** | I can identify that a square unit is used to measure the area of a plane figure.  I can use square units, without gaps or overlaps, to measure the area of a plane figure. |
| **3.MD.6-** | I can measure area by counting square centimeters, square meters, square inches and square feet.  I can measure area by counting units that I created. |
| **3.MD.7-** | I can recognize that addition can be used to find the total area of rectilinear figures.  I can find the area of a rectangle using tiles and relate it to multiplication. This means that area can be represented by multiplying unit length x width.  I can multiply to find area of rectangles using whole numbers to solve real world problems.  I can use the distributive property of multiplication to find the area of a rectangle that I have tiled.  I can find the area of rectilinear figures by decomposing (separating) the figure and adding the area of the separated figures together. |
| **3.MD.8-** | I can find the perimeter of a polygon given the side lengths.  I can find the perimeter of a polygon with an unknown side length.  I can construct rectangles with the same perimeter and different areas.  I can construct rectangles with the same area and different perimeters. |
| **Geometry** | |
| **3.G.1- A** | I can identify a rhombus as a quadrilateral.  I can identify a rectangle as a quadrilateral.  I can identify a square as a quadrilateral.  I can compare shapes to show that they share attributes, and that these common attributes can define a larger category of shapes. (Quadrilaterals)  I can draw a quadrilateral that doesn’t belong to any of the subcategories (rhombuses, rectangles, and squares). |
| **3.G.2-** | I can partition (divide) a shape into parts with equal area.  I can express (write) the area of each equal part as a unit fraction of the whole shape. |
| **Color Key:** | Knowledge  Reasoning  Performance  Product |