

Pomeroy

Essential Standards for Third Grade

2019-2020		
Boulder (Need to Know)	Rock (Nice to Know)	Butterfly (Land & Leave)
<p>3.2A Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate.</p> <p>3.2D Compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.</p> <p>3.5A Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.</p> <p>3.4A Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.</p> <p>3.4E Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting.</p> <p>3.4F Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.</p> <p>3.4K Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and</p>	<p>3.2C Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.</p> <p>3.4D Determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10.</p> <p>3.5C Describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24.</p> <p>3.4G Use strategies and algorithms, including the standard algorithm to multiply a two-digit number. Strategies may include mental math, partial products, and the commutative, associative and distributive properties.</p> <p>3.4H Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.</p> <p>3.4J Determine a quotient using the relationship between multiplication and division.</p> <p>3.5D Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.</p> <p>3.6E decompose two congruent two-dimensional figures into parts with equal areas and express that area of each part as a unit fraction of the</p>	<p>3.2B Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.</p> <p>3.4I Determine if a number is even or odd using divisibility rules.</p> <p>3.6B Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>3.7E Determine liquid volume (capacity) or weight using appropriate units and tools.</p> <p>3.9A Explain the connection between human capital/labor and income.</p> <p>3.9C Identify the costs and benefits of planned and unplanned spending decisions.</p> <p>3.9E List reasons to save and explain the benefit of a savings plan, including for college.</p> <p>3.9F Identify decisions involving income, spending, saving credit and charitable giving.</p> <p>3.9D Explain that credit is used when wants or needs exceed the ability to pay and that is the borrower's responsibility to pay it back to the lender, usually with interest.</p>

<p>equal groups; properties of operations; or recall of facts.</p> <p>3.5B Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.</p> <p>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</p> <p>3.6A Classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.</p> <p>3.3F represent equivalent fractions with denominators of 2,3,4,6 and 8 using a variety of objects and pictorial models, including number line.</p> <p>3.3H Compare two fractions having the same numerator or denominator in problems by reasoning about their sized and justifying the conclusion using symbols, words, objects, and pictorial models.</p> <p>3.7B Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems.</p> <p>3.6C Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.</p> <p>3.8A Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>	<p>whole and recognize that equal shares of identical wholes need not have the same shape.</p> <p>3.3C explain that the unit fraction $1/b$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.</p> <p>3.3D Compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts $1/b$.</p> <p>3.3A Represent fractions greater than zero and less than or equal to one with denominators of 2,3,4,6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.</p> <p>3.3B Determined the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p>3.3G Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.</p> <p>3.3E Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.</p> <p>3.7A Represent fractions of halves, fourths, and eighths as distances from zero on a number line.</p> <p>3.6D Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure suing the additive property of area.</p> <p>3.7C Determined the solution to problems involving addition and subtraction of time intervals in</p>	
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	<p>minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.</p> <p>3.8B Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p> <p>3.7D Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.</p> <p>3.4C Determine the value of a collection of coins and bills.</p>	
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