

**Pulaski Community School District  
Safety Net Skills for  
Math Power Standards  
Grade 3**

**Numbers & Operations - Fractions:**

**Develop understanding of fractions as numbers**

**CCSS.MATH.CONTENT.3.NF.A.1**

Students will understand fractions are equal parts of a whole using number lines and/or area models.

**Numbers & Operations in Base Ten:**

**Use place value understanding and properties of operations to perform multi-digit arithmetic**

**CCSS.MATH.CONTENT.3.NBT.A.2**

Accurately add and subtract within 1000 using strategies and algorithms based on place value properties, of operations, and/or the relationship between addition and subtraction

**Operations & Algebraic Thinking:**

**Multiply and divide within 100**

**CCSS.MATH.CONTENT.3.OA.C.7**

Multiply within 100 efficiently (according to teacher discretion) using a strategy. Exposure to division within 100

Pulaski Community School District  
Safety Net Skills for  
Math Power Standards  
Grade 2

Pulaski Community School District  
Safety Net Skills for  
Math Power Standards  
Grade 4

Operations & Algebraic Thinking:

**Add and subtract within 20**

**CCSS.MATH.CONTENT.2.OA.B.2**

Fluently add and subtract within 20 using mental strategies.2 By end of Grade 2, know from memory all sums of two one-digit numbers.

Numbers & Operations in Base Ten:

**Understand place value**

**CCSS.MATH.CONTENT.2.NBT.A.1**

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones.

**Use place value understanding and properties of operations to add and subtract**

**CCSS.MATH.CONTENT.2.NBT.B.5**

Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction

Numbers & Operations - Fractions:

**Extend understanding of fraction equivalence and ordering**

**CCSS.MATH.CONTENT.4.NF.A.1**

Explain why a fraction  $a/b$  is equivalent to a fraction  $(n \times a)/(n \times b)$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

**Understand decimal notation for fractions, and compare decimal fractions**

**CCSS.MATH.CONTENT.4.NF.C.6**

Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as  $62/100$ ; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

Numbers & Operations in Base Ten:

**Generalize place value understanding for multi-digit whole numbers**

**CCSS.MATH.CONTENT.4.NBT.A.2**

Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on the meaning of the digits in each place, using  $>$ ,  $=$ ,  $<$  symbols to record the results of comparisons.

**Use place value understanding and properties of operations to perform multi-digit arithmetic**

**CCSS.MATH.CONTENT.4.NBT.B.5**

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Geometry:

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles**

**CCSS.MATH.CONTENT.4.G.A.1**

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.