

Third Grade Kansas College & Career Readiness Standards for MATH

Record keeping of implementation: PINK= WEEKLY (Once or Twice/Week) BLUE=DAILY (3 or MORE X/Week) ALL OTHERS=Dates Listed

Operations and Algebraic Thinking: Solving Multiplication and Division Problems																			
OA1	Interpret products of whole numbers, (e.g. interpret $5 \cdot 7$ as the total number of objects in 5 groups of 7 objects each.)																		
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OA2	Interpret whole-number quotients of whole numbers, (e.g. interpret $56/8$ as the number of objects in each share when 56/8 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.)																		
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OA3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.)																		
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OA4	Determine the unknown whole number in a multiplication or division equation by using related equations. For example, determine the unknown number that makes the equation true in each of the equations $8 \cdot ? = 48$; $5 = \blacksquare \div 3$; $6 \times 6 = \underline{\quad}$																		
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Operations and Algebraic Thinking: Multiplication and Division Properties																			
OA5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then 4×6 is also known (commutative property of X). $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$ (Associative Prop of X). Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ (Distributive Prop).																		
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OA6	Understand division as an unknown-factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8.																		
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Operations and Algebraic Thinking: Multiply and divide within 100.																			
OA7	Fluently (efficiently, accurately, and flexibly) multiply and divide with single digit multiplications and related divisions using strategies (e.g. relationship between multiplication and division, doubles, double and double again, half and then double, etc.) or properties of operations.																		
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Operations and Algebraic Thinking: Two-step problems and arithmetic patterns																			
OA8	Solve two-step word problems using any of the four operations. Represent these problems using both situation equations and/or solution equations with a letter or symbol standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including																		
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OA9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (See Table 5). For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.																		
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Measurement and Data: Perimeter																			
MD9	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.																		
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Geometry: Reasoning with shapes																			
G1	Understand that shapes in different categories (<i>e.g. rhombuses, rectangles, trapezoids, kites and others</i>) may share attributes (<i>e.g. having four sides</i>), and that the shared attributes can define a larger category (<i>e.g. quadrilaterals</i>). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Refer to inclusive definitions noted in the glossary.																		
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G2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>																		
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