

3rd Grade Math Common Core Checklist



My checklist of what I can do in 3rd grade math on a regular basis.

Operations & Algebraic Thinking

- Represent and solve problems involving multiplication and division: (3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4)**
- ☒ I can explain the meaning of the product and quotient. $\text{product} \times \text{quotient}$
 - ☒ I can solve multiplication word problems within 100 involving equal groups, arrays, and measurement quantities.
 - ☒ I can solve division word problems within 100 involving equal groups, arrays, and measurement quantities.
 - ☒ I can find the unknown whole number (variable) in a multiplication/division equation. $\text{multiplication} \div \text{division}$

Understand properties of multiplication and the relationship between multiplication and division: (3.OA.5, 3.OA.6)

- ☒ I can use the properties to multiply and divide. (Commutative, Associative, Distributive Property)
- ☒ I can use multiplication to find the answer to a division problem.

Multiply and Divide within 100: (3.OA.7)

- ☒ I can fluently multiply and divide within 100 using strategies and properties.
- ☒ I can fluently recall my multiplication facts 0-9.

Solve problems involving the four operations, and identify and explain patterns in arithmetic: (3.OA.8, 3.OA.9)

- ☒ I can use any of the four operations to solve two-step word problems.
- ☒ I can represent the problem using an equation with a letter for the unknown.
- ☒ I can use mental math, estimation, and rounding to decide if my answer makes sense.
- ☒ I can find arithmetic (number) patterns in the addition and multiplication tables
- ☒ I can explain these patterns.

Number & Operations in Base 10

- Use place value understanding and properties of operations to perform multi-digit arithmetic: (3.NBT.1, 3.NBT.2, 3.NBT.3)**
- ☒ I can round whole numbers to the nearest 10 or 100.
 - ☒ I can add within 1000.
 - ☒ I can subtract within 1000.
 - ☒ I can multiply one-digit whole numbers by multiples of 10 in the range of 10-90.

Number & Operations – Fractions

(Limited to fractions with denominators 2, 3, 4, 6, & 8)

Develop understanding of fractions as numbers: (3.NF.1, 3.NF.2, 3.NF.3)

- ☒ I can explain and show that a fraction is a part of a whole.
- ☒ I can explain and show the meaning of the numerator and denominator.
- ☒ I can explain how a fraction is a number on a number line.
- ☒ I can represent fractions on a number line.
- ☒ I can divide a number line into equal intervals (parts) to represent fractions.
- ☒ I can place fractions on a number line that is divided into intervals.
- ☒ I can show two fractions as equivalent (equal) if they are the same size.
- ☒ I can show two fractions as equivalent (equal) if they are on the same point on a number line.
- ☒ I can recognize and show simple equivalent fractions.
- ☒ I can write whole numbers as fractions and recognize that they are equivalent (equal).
- ☒ I can compare two fractions with the same numerator or the same denominator using $<$, $>$, or $=$.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects: (3.MD.1, 3.MD.2)**
- ☒ I can tell time to the nearest minute.
 - ☒ I can solve word problems using addition and subtraction of time in minutes.
 - ☒ I can estimate and measure liquid volumes using liters.
 - ☒ I can solve one-step word problems involving volume.
 - ☒ I can estimate and measure masses of objects using grams and kilograms.
 - ☒ I can solve one-step word problems involving mass.

Represent and interpret data: (3.MD.3, 3.MD.4)

- ☒ I can draw a scaled picture graph.
- ☒ I can solve one and two-step problems using the picture graph.
- ☒ I can draw a scaled bar graph.
- ☒ I can solve one and two-step problems using the bar graph.
- ☒ I can measure and record lengths to the nearest half and fourth of an inch.
- ☒ I can use measurement data to make a horizontal line plot marked off in appropriate units ~ whole numbers, halves, or quarters.

How to use checklist:

- Show the date of when you were able to do the math expectation.
- Show an example of what you did in a journal.

Measurement and Data (continued)

- Geometric measurement: understand concepts of area and relate area to multiplication and to addition: (3.MD.5, 3.MD.6, 5.MD.7)**
- ☒ I can find the area of a plane figure.
 - ☒ I can use square units to measure area.
 - ☒ I can label area with square units.
 - ☒ I can measure area by counting square units.
 - ☒ I can find the area of a rectangle with tiles and show the area can be found by multiplying the side lengths.
 - ☒ I can solve real-world math problems that involve area.
 - ☒ I can use tiles to make the area of a rectangle.
 - ☒ I can represent the distributive property using tiles to make the area of a rectangle.
 - ☒ I can add the area of rectangles to find the total area of a figure.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures: (3.MD.8)

- ☒ I can solve real-world problems involving perimeter and area.

Geometry

Reason with shapes and their attributes: (3.G.1, 3.G.2)

- ☒ I can classify shapes by their attributes.
- ☒ I can draw a shape that does not belong to a group according to the attributes.
- ☒ I can divide shapes into equal areas.
- ☒ I can write the area of each part as a fraction.