

**School District U-46
Third Grade Mathematics**

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
301	<p>I can find equivalent names for numbers.</p> <p>I can read, write, and compare whole numbers, fractions, and decimals.</p>	<p>6.A. Demonstrate knowledge and use of numbers and their many representations in theoretical and practical settings.</p> <p>***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Speaking 1</i> <i>3.Speaking 2</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • represent, order, and compare whole numbers, • show understanding of the base-ten number system using manipulative materials and written notation, • recognize equivalent representations of whole numbers and generate them by decomposing numbers (e.g., $123 = 100 + 20 + 3$), • judge the relative size of fractions using manipulative models and comparing them to equivalent forms and benchmarks, • represent, order, label, and compare familiar fractions in written form, • recognize and generate equivalent forms of familiar fractions using written forms, and • explore and discuss uses of decimal fractions. 	<p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">1</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">3</p> <p style="text-align: center;">2</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p> <p>MAP – Number Sense & Numeration</p> <p>ISAT/IMAGE</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
302	I can solve a problem using number facts.	6.B. Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Speaking 3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • know multiplication and division are inverse operations, • demonstrate and explain orally or in writing how to solve a problem using multiplication and division using whole numbers, • explore, identify, and use relationships between and among properties of operations, e.g., commutativity applies to addition but not to subtraction; multiplying by a form of one, the identity element for multiplication, creates equivalent fractions: $\frac{1}{2} \times \frac{4}{4} = \frac{4}{8}$; associating numbers differently helps with adding to make 10s: $(15+8= 15+5+3=20+3=23)$, • demonstrate fluency and accuracy with basic multiplication and division facts, • solve real world problems using multiplication and division and explain orally or in writing how you arrived at the solution, • apply knowledge of basic multiplication facts (factors 0-10) to related facts (e.g., $3 \times 4=12$, $30 \times 4=120$, $300 \times 4=1200$), and • select and use one of various algorithms to add and subtract. 	3 1 1 / 2 3 2 / 3 2 / 3 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Computation ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
303	I can use estimation strategies to determine reasonable solutions.	6.C. Compute and estimate using mental mathematics, paper-pencil methods, calculators and computers. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3.Listening 1-5 3.Speaking 1-5 3.Reading 1-5 3.Writing 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> know multiplication and division facts for 2s, 5s, and 9s, develop and use strategies to estimate the results of whole-number computations (i.e., leading digit/front-end estimation, compatible numbers, rounding); judge reasonableness of such results, select and use appropriate methods/tools for computing with whole numbers (mental, estimation, calculators, paper/ pencil) based on the context and nature of the computation, and determine whether exact answers or estimates are best problems solutions. 	1 1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Computation ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> To be Added
304	I can compare two sets of numbers.	6.D. Solve problems using comparisons of quantities, ratios, proportions and percents. *** <u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> 3.Reading 1-5 3.Writing 1-5	I model and provide students with the opportunity to: <ul style="list-style-type: none"> describe the relationship between two sets using “>”, “<”, and “=”, “±”. 	1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Number Sense & Numeration ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> To be Added

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Obj.	Student & Parent	ILS Standards	Teacher Clarification	*Cycle	**Assessment	Strategies/Resources
305	I can measure using an appropriate unit.	7.A. Measure and compare quantities using appropriate units, instruments and methods. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Listening 1-5</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • identify angles that are $<$, $>$, or $=$ a right angle, • explain the need for using standard units for measuring, • measure objects using standard units in the U.S. customary and metric systems, • perform simple unit conversions within a system of measurement (e.g., three feet is the same as a yard), • describe multiple measurable attributes (e.g., length, mass/weight, time, temperature, area, volume, capacity) of a single object, • make change from a given amount using bills and coins, • show and explain perimeter of an object by measuring and adding its linear units, and • show and explain the area of an object by counting square units. 	2 1 1 1 1 1	Everyday Mathematics Teacher's Assessment Assistant CD MAP – Measurement ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • Integrate with FOSS units

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308	<p>I can recognize and describe patterns.</p> <p>I can solve problems with patterns.</p> <p>I can find the rule about a pattern.</p>	<p>8.A. Describe numerical relationships using variables and patterns.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Speaking 4</i> <i>3.Writing 1</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • extend geometric and simple numeric patterns using concrete objects or paper and pencil, • demonstrate how to create a pattern given a set of directions, • identify errors in a given pattern • represent the idea of a variable as an unknown quantity using a letter or a symbol in a numerical sentence, and • express mathematical relationships using equations (ex., number properties, such as commutativity: $a+b=b+a$). 	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p> <p>MAP – Algebraic Concepts</p> <p>ISAT/IMAGE</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • To be Added •
309	<p>I can use tables, graphs, and symbols to solve problems.</p>	<p>8.B. Interpret and describe numerical relationships using tables, graphs, and symbols.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Listening 1-5</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • represent and analyze simple patterns and operations using words, tables, and graphs, and • describe situations with constant rates using words, tables, and graphs (e.g., walking at a constant rate of speed; getting the same allowance each week with raises each year; change in magnetic force activity). 	<p>3</p> <p>3</p>	<p>Everyday Mathematics Teacher's Assessment Assistant CD</p> <p>MAP – Algebraic Concepts</p> <p>ISAT/IMAGE</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • FOSS Magnetism and Electricity Unit

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313	<p>I can label 2-dimensional shapes when they are part of 3-dimensional shapes.</p> <p>I can identify symmetric figures and draw lines of symmetry.</p> <p>I can describe the difference between congruence and similarity.</p>	<p>9.B. Identify, describe, classify and compare relationships.</p> <p>***<u>English Language Proficiency Standards</u> <i>Grade Level Cluster 3-5</i> <i>3.Listening 1-2</i></p>	<p>I model and provide students with the opportunity to:</p> <ul style="list-style-type: none"> • decompose a three dimensional object into two dimensional components, • describe the difference between congruence and similarity, • describe a motion or a series of motions that will show that two shapes are congruent (e.g., flips, slides, turns), • identify and build a three dimensional object from two dimensional representations of that object (e.g., make pyramids from triangles and squares, a soccer ball shape from hexagons and pentagons, etc.), • apply geometric ideas and relationships to problems that arise in the classroom or in everyday life (e.g., building bridges with popsicle sticks, arranging desks in the classroom using a given set of rules,...), • apply geometric ideas and relationships to other disciplines, and • identify symmetric figures and draw lines of symmetry. 	<p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p> <p style="text-align: center;">2</p>	<p>Everyday Mathematics Teacher’s Assessment Assistant CD</p> <p>MAP – Geometry</p> <p>ISAT/IMAGE</p>	<p>Staff Development Everyday Mathematics Professional Development</p> <p>When</p> <p>Strategies/Resources</p> <ul style="list-style-type: none"> • To be Added •

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314	I can explain my thinking when I solve problems.	9.C. Construct convincing arguments and proofs to solve problems. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Reading 1-3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • make and test conjectures about mathematical properties and relationships and justify the conclusions (e.g., “Make as many different triangles as you can from three pieces cut from straws.” Straws are cut in three lengths, many pieces of each length, such as 2”, 4”, and 8”, so that some combinations are impossible to do). 	2	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Problem Solving ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •
315	I can read and/or create a graph or table to make predictions and solve problems.	10.A. Organize, describe and make predictions from existing data. ***English Language Proficiency Standards <i>Grade Level Cluster 3-5</i> <i>3.Reading 1-3</i>	I model and provide students with the opportunity to: <ul style="list-style-type: none"> • organize, describe, and make predictions from existing data, • represent data using tables and graphs such as tallies and bar graphs, • describe the important features of a set of data represented by a graph, and • determine the median of data on a graph. 	2 2 2 2	Everyday Mathematics Teacher’s Assessment Assistant CD MAP – Statistics, Probability, and Graphing ISAT/IMAGE	Staff Development Everyday Mathematics Professional Development When Strategies/Resources <ul style="list-style-type: none"> • To be Added •

