Sheridan County School District #3
2020-2021
3rd Grade Math Priority Standards
(09/15/20)

Third Grade	

Operations and Algebraic Thinking	3.OA
WY-TOPP	12-15 items 38-47%
3.OA.A.2	Represent the concept of division of whole numbers (resulting in whole number quotients) using models including, but not limited to, partitioning, repeated subtraction, sharing and inverse of multiplication.
3.OA.A.3	Solve multiplication and division word problems within 100 using appropriate modeling strategies and equations.
3.OA.B.5	Apply properties of multiplication as strategies to multiply and divide. (Students need not use formal terms for these properties).
3.OA.D.8	Solve two-step word problems (limited to the whole number system) using the four basic operations. Students should apply the Order of Operations when there are no parentheses to specify a particular order. A). Represent these problems using equations with a symbol standing for the unknown quantity. B). Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Number and Operations –Fractions	3.NF
WY-TOPP	6-8 items 19-25%
3.NF.F.2	Understand and represent fractions on a number line diagram. A). Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. B). Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
3.NF.F.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. A). Understand two fractions as equivalent if they are the same size, or the same point on a number line. B). Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. C). Compare two fractions with the same numerator or the same denominator, by reasoning about their size. D). Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions.

Measurement and Data	3. MD
WY-TOPP	7-9 items 22-28%
3.MD.H.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

3.MD.I.7	Relate area to the operations of multiplication and addition. A). Find the area of a rectangle with whole-number side lengths (dimensions)multiplying them. Show that this area is the same as when counting unit squares. B). Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. C). Use area models to represent the distributive property in mathematical reasoning. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c.
3.MD.J.8	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.

GEOMETRY 3.G

WY-TOPP	5-7 items 16-22%
3.G.K.1	Use attributes of quadrilaterals to classify rhombuses, rectangles, and squares. Understand that shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

NUMBER AND OPERATIONS IN BASE TEN 3.NBT

WY-TOPP	0 items
3.NBT.E.1	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.E.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.