3rd Grade Essentials

TEK #	TEK Descriptor	Readiness (R) Supporting (S) Process (P)	9 Week Period	Readiness\n\nWill this standard provide students with knowledge and skills essential for success in the next grade level?	Endurance\n\nWill this standard provide students with knowledge and skills that are valuable beyond a single test date?	Assessment\n\nDo teachers assess the learning? Will teachers cover the learning on testing?	Leverage\n\nWill this standard provide students with knowledge and skills that are valuable in multiple disciplines?	NOTES
3.2A	Compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers including expanded notation as appropriate.	R	1st	Yes	Yes	RCA 1	Yes	ESSENTIAL
3.2C	Represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.	S	1st	Yes	Yes	No	Yes	
3.2D	Compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =.	R	1st	Yes	Yes	RCA 1	Yes	
3.2B	Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.	S	1st	Yes	Yes	No	Yes	
3.4B	Round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems.	S	1st and 2nd	Yes	Yes	No	Yes	
3.4A	Solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction.	R	1st and 2nd	Yes	Yes	RCA 2	Yes	ESSENTIAL
3.4C	Determine the value of a collection of coins and bills.	S	1st and 2nd	Yes	Yes		Yes	
3.5A	Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	R	1st and 2nd	Yes	Yes	RCA 2	Yes	
3.5E	Represent real-world relationships using number pairs in a table and verbal descriptions.	R	1st and 2nd	Yes	Yes	No	Yes	
3.3A	Represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines.	S	2nd	Yes	Yes	No	Yes	
3.3B	Determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.	S	2nd	Yes	Yes	No	Yes	
3.3C	Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number.	S	2nd	Yes	Yes	No	Yes	
3.3D	Compose and decompose a fraction a/b with a numerator greater than zero and less than or equal to b as a sum of parts 1/b.	S	2nd	Yes	Yes	No	Yes	
3.3E	Solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.	S	2nd	Yes	Yes	No	Yes	
3.3F	Represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.	R	2nd	Yes	Yes	RCA 4	Yes	

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3.3G	Explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area mode	S	2nd	Yes	Yes	No	Yes	
3.3H	Compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models	R	2nd	Yes	Yes	RCA 3	Yes	ESSENTIAL
3.6E	Decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.	S	2nd	Yes	Yes	No	Yes	
3.7A	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	S	2nd	Yes	Yes	No	Yes	
3.7D	Determine when it is appropriate to use measurements of liquid volume (capacity) or weight.	S	2nd	Yes	Yes	No	Yes	
3.7E	Determine liquid volume (capacity) or weight using appropriate units and tools	S	2nd	Yes	Yes	No	Yes	
3.4D	Determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10.	S	3rd	Yes	Yes	No	No	
3.4E	Represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting	S	3rd	Yes	Yes	No	Yes	
3.4F	Recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts.	S	3rd	Yes	Yes	No	Yes	
3.4G	Use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties	S	3rd	Yes	Yes	No	Yes	
3.4H	Determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally.	S	3rd	Yes	Yes	No	Yes	
3.4I	Determine if a number is even or odd using divisibility rules.	S	3rd	No	Yes	No	Yes	
3.4J	Determine a quotient using the relationship between multiplication and division.	S	3rd	Yes	Yes	No	Yes	
3.4K	Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts	R	3rd			RCA 5		ESSENTIAL
3.5B	Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations,	R	3rd	Yes	Yes	RCA 5	Yes	

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3.5C	Describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24.	S	3rd	Yes	Yes	No	Yes	
3.5D	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.	S	3rd	Yes	Yes	No	Yes	
3.5E	Represent real-world relationships using number pairs in a table and verbal descriptions.	R	3rd	Yes	Yes	No	Yes	
3.6C	Determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.	R	3rd	Yes	Yes	No	Yes	
3.6D	Decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	S	3rd	Yes	Yes	No	Yes	
3.6A	Classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	R	3rd	Yes	Yes	Exit Ticket	Yes	
3.6B	Use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories	S	3rd	Yes	No	Exit TIcket	No	
3.7B	Determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	R	4th	Yes	Yes	Yes	Yes	
3.8A	Summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	R	4th	Yes	Yes	Exit Ticket	Yes	
3.8B	Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	S	4th	Yes	Yes	Exit Ticket	Yes	
3.7C	Determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes.	S	4th	No	Yes	No	Yes	
3.1A	Apply mathematics to problems arising in everyday life, society, and the workplace.	P	All					Process standards integrated into all lessons
3.1B	Use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution and evaluating the problem-solving process and the reasonableness of the solution.	P	All					
3.1C	Select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems.	P	All					

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3.1D	Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.	P	All					
3.1E	Create and use representations to organize, record, and communicate mathematical ideas.	P	All					
3.1F	Analyze mathematical relationships to connect and communicate mathematical ideas.	P	All					
3.1G	Display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	P	All					
3.9A	Explain the connection between human capital/labor and income.	S	4th During SS unit					Personal Financial Literacy integrated into economics unit
3.9B	Describe the relationship between the availability or scarcity of resources and how that impacts cost.	S	4th During SS unit					
3.9C	Identify the costs and benefits of planned and unplanned spending decisions.	*	4th During SS unit					not included in assessed curriculum
3.9D	Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest	S	4th During SS unit					
3.9E	list reasons to save and explain the benefit of a savings plan, including for college;	S	4th During SS unit					
3.9F	Identify decisions involving income, spending, saving, credit, and charitable giving.	*	4th During SS unit					not included in assessed curriculum