

SBACC Grade 3 Planning for End of Year

Domain (Cluster of Standards) • <i>Bulleted points are description of Levels of Evidence for Claim 1</i>	Vocabulary	Other Claims Assessed
Operations and Algebraic Thinking A. Represent and solve problems involving multiplication and division. (3.OA.1-4, major) <ul style="list-style-type: none"> • Uses multiplication and division within 100 to solve straightforward one-step word problems in situations involving equal groups, arrays, and measurement quantities such as length, liquid volume and masses of objects. • Determines an unknown whole number in a multiplication or division equation relating three whole numbers with single-digit factors within 100. 	multiply, divide, array, liquid volume, mass, equation, product, quotient, grams, kilograms, liters	Claim 2 Claim 4
Operations and Algebraic Thinking B. Understand properties of multiplication and the relationship between multiplication and division. (3.OA.5-6, major) <ul style="list-style-type: none"> • Uses the properties of operations (Commutative Property of Multiplication, Associative Property of Multiplication, and Distributive Property) as strategies to multiply and divide. • Represent division as an unknown-factor problem. 	divide, equation, multiply, factor, equal, operation, product, quotient, expression	Claim 3
Operations and Algebraic Thinking C. Multiply and divide within 100. (3.OA.7, major) <ul style="list-style-type: none"> • Accurately multiplies single-digit factors within 100. • Accurately divides within 100 using single-digit divisors and single digit quotients. • Connects multiplication and division to target fluencies. 	equation, multiply, divide, product, quotient, factor	
Operations and Algebraic Thinking D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. (3.OA.8-9, major) <ul style="list-style-type: none"> • Identifies arithmetic patterns including input/output models, number lines, addition tables, and multiplication tables. • Solves one-step, real-world contextual problems using addition and subtraction within 1000. 	equation, multiply, divide, factor, product, quotient, subtract, add, addend, sum, difference, estimation, estimate, rounding, patterns	Claim 2 Claim 4
Number and Operations in Base Ten E. Use place-value understanding and properties of operations to perform multi-digit arithmetic. (3.NBT.1-3) <ul style="list-style-type: none"> • Solves non-contextual problems using place value understanding to round whole numbers to the nearest 10 or 100. 	round to the nearest, add, subtract, sum, difference, multiply, place value, addend	Claim 2

Note: Bolded Domains are identified whose standards have a major emphasis. Critical areas are identified for the grade level.

Claim 1: Explain and apply concepts and carry out procedures with precision and fluency.

Claim 2: Solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.

Claim 3: Clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim 4: Analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

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<ul style="list-style-type: none"> • Solves non-contextual problems by adding and/or subtracting within 1000, using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • Solves non-contextual computation problems by multiplying one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. 		
Number and Operations - Fractions F. Develop understanding of fractions (3.NF.1-3, major) <ul style="list-style-type: none"> • Identifies a fraction $\frac{1}{b}$ as 1 part of a whole that is partitioned into b equal parts, and a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$ using a model. For this evidence statement, $\frac{a}{b}$ may be greater than, less than, or equal to 1. • Identifies and represents fractions on a number line using the interval 0-1 as the whole with or without partitioning. • Identifies two fractions as equal if they are the same size or the same point on a number line. • Generates simple equal fractions using a visual fraction model. • Expresses whole numbers as fractions and recognizes fractions equal to whole numbers. • Compares two fractions with the same numerator or the same denominator using the symbols $<$, $=$, $>$. 	equal, denominator, numerator, less than, greater than, number line <i>Note: Fractions in 3rd grade are limited to denominators of 2, 3, 4, 6, and 8. In fraction comparisons, all fractions must have the same numerator or denominator. Unit fractions are 1 part of the whole (e.g., $\frac{1}{3}$, $\frac{1}{2}$, $\frac{1}{6}$).</i>	Claim 3
Measurement and Data G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (3.MD.1-2, major) <ul style="list-style-type: none"> • Tells and writes time to the nearest minute. • Solves one-step word problems with addition and subtraction including time intervals in minutes. • Solves one-step word problems involving liquid volume (liters) and mass (grams, kilograms) using the four operations. 	grams (g), kilograms (kg), liters (L), estimate, time, time intervals, minute, hour, measure, liquid volume, mass, standard units, metric	Claim 2 Claim 3 Claim 4
Measurement and Data H. Represent and Interpret data. (3.MD.3-4) <ul style="list-style-type: none"> • Creates a scaled picture graph and a scaled bar graph to represent a data set with up to four categories. 	scaled bar graph, scaled picture graph, line plot	Claim 2

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<ul style="list-style-type: none"> Solves one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch and makes a line plot with fractional measurement values. 		
Measurement and Data I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (3.MD.5-7, major) <ul style="list-style-type: none"> Measures areas by counting unit squares. Finds areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts. Finds the area of a rectangle with whole-number side lengths by tiling it, and shows that the area is the same as would be found by multiplying the side lengths. 	unit square, area, square unit, plane figure, square centimeter, square meter, square inch, square feet	Claim 2 Claim 3 Claim 4
Measurement and Data J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (3.MD.8) <ul style="list-style-type: none"> Solves real-world and mathematical problems involving finding the perimeter of a polygon given the side lengths. Distinguishes between area and perimeter of a rectangle. 	perimeter, quadrilateral, rectangle, area, polygon, plane figure	Claim 2
Geometry K. Reason with shapes and their attributes. (3.G.1-2) <ul style="list-style-type: none"> Identifies, draws, and classifies shapes (e.g., rhombuses, rectangles, and others) according to their attributes (e.g., having four sides), and recognizes that shared attributes can define a classification category. Partitions shapes into parts with equal areas and can express the area of each part as a unit fraction of the whole. 	divide, equal areas, rhombus, rectangle, square, circle, triangle, pentagon, hexagon, quadrilateral, parallelogram	Claim 4

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Claim 2:	Claim 3	Claim 4
<p>Target A: Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. (DOK 2, 3)</p> <p>Target B: Select and use appropriate tools strategically. (DOK 1, 2)</p> <p>Target C: Interpret results in the context of a situation. (DOK 2)</p> <p>Target D: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)</p>	<p>Target A: Test propositions or conjectures with specific examples. (DOK 2)</p> <p>Target B: Construct, autonomously⁴, chains of reasoning that will justify or refute propositions or conjectures⁵. (DOK 3, 4)</p> <p>Target C: State logical assumptions being used. (DOK 2, 3)</p> <p>Target D: Use the technique of breaking an argument into cases. (DOK 2, 3)</p> <p>Target E: Distinguish correct logic or reasoning from that which is flawed and—if there is a flaw in the argument—explain what it is. (DOK 2, 3, 4)</p> <p>Target F: Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)</p>	<p>Target A: Apply mathematics to solve problems arising in everyday life, society, and the workplace. (DOK 2, 3)</p> <p>Target B: Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem. (DOK 2, 3, 4)</p> <p>Target C: State logical assumptions being used. (DOK 1, 2)</p> <p>Target D: Interpret results in the context of a situation. (DOK 2, 3)</p> <p>Target E: Analyze the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon. (DOK 3, 4)</p> <p>Target F: Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas). (DOK 1, 2, 3)</p>

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