

## SBACC Grade 3 Planning for End of Year

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

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.

## SBACC Grade 3 Planning for End of Year

<b>Domain (Cluster of Standards)</b> • <i>Bulleted points are description of Levels of Evidence for Claim 1</i>	<b>Vocabulary</b>	<b>Other Claims Assessed</b>
<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>		
<b>Number and Operations - Fractions</b> <b>F. Develop understanding of fractions (3.NF.1-3, major)</b> <ul style="list-style-type: none"> <li>Identifies a fraction <math>\frac{1}{b}</math> as 1 part of a whole that is partitioned into <math>b</math> equal parts, and a fraction <math>\frac{a}{b}</math> as the quantity formed by <math>a</math> parts of size <math>\frac{1}{b}</math> using a model. For this evidence statement, <math>\frac{a}{b}</math> may be greater than, less than, or equal to 1.</li> <li>Identifies and represents fractions on a number line using the interval 0-1 as the whole with or without partitioning.</li> <li>Identifies two fractions as equal if they are the same size or the same point on a number line.</li> <li>Generates simple equal fractions using a visual fraction model.</li> <li>Expresses whole numbers as fractions and recognizes fractions equal to whole numbers.</li> <li>Compares two fractions with the same numerator or the same denominator using the symbols <math>&lt;</math>, <math>=</math>, <math>&gt;</math>.</li> </ul>	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., <math>\frac{1}{3}</math>, <math>\frac{1}{2}</math>, <math>\frac{1}{6}</math>).</i>	<b>Claim 3</b>
<b>Measurement and Data</b> <b>G. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. (3.MD.1-2, major)</b> <ul style="list-style-type: none"> <li>Tells and writes time to the nearest minute.</li> <li>Solves one-step word problems with addition and subtraction including time intervals in minutes.</li> <li>Solves one-step word problems involving liquid volume (liters) and mass (grams, kilograms) using the four operations.</li> </ul>	grams (g), kilograms (kg), liters (L), estimate, time, time intervals, minute, hour, measure, liquid volume, mass, standard units, metric	<b>Claim 2</b> <b>Claim 3</b> <b>Claim 4</b>
Measurement and Data <b>H. Represent and Interpret data. (3.MD.3-4)</b> <ul style="list-style-type: none"> <li>Creates a scaled picture graph and a scaled bar graph to represent a data set with up to four categories.</li> </ul>	scaled bar graph, scaled picture graph, line plot	<b>Claim 2</b>

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.

## SBACC Grade 3 Planning for End of Year

<b>Domain (Cluster of Standards)</b> <ul style="list-style-type: none"> <li><i>Bulleted points are description of Levels of Evidence for Claim 1</i></li> </ul>	<b>Vocabulary</b>	<b>Other Claims Assessed</b>
<ul style="list-style-type: none"> <li>Solves one-and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.</li> <li>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.</li> </ul>		
<b>Measurement and Data</b> <b>I. Geometric measurement: understand concepts of area and relate area to multiplication and to addition. (3.MD.5-7, major)</b> <ul style="list-style-type: none"> <li>Measures areas by counting unit squares.</li> <li>Finds areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts.</li> <li>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.</li> </ul>	unit square, area, square unit, plane figure, square centimeter, square meter, square inch, square feet	<b>Claim 2</b> <b>Claim 3</b> <b>Claim 4</b>
<b>Measurement and Data</b> <b>J. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. (3.MD.8)</b> <ul style="list-style-type: none"> <li>Solves real-world and mathematical problems involving finding the perimeter of a polygon given the side lengths.</li> <li>Distinguishes between area and perimeter of a rectangle.</li> </ul>	perimeter, quadrilateral, rectangle, area, polygon, plane figure	<b>Claim 2</b>
<b>Geometry</b> <b>K. Reason with shapes and their attributes. (3.G.1-2)</b> <ul style="list-style-type: none"> <li>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.</li> <li>Partitions shapes into parts with equal areas and can express the area of each part as a unit fraction of the whole.</li> </ul>	divide, equal areas, rhombus, rectangle, square, circle, triangle, pentagon, hexagon, quadrilateral, parallelogram	<b>Claim 4</b>

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.

## SBACC Grade 3 Planning for End of Year

Claim 2:	Claim 3	Claim 4
<p><b>Target A:</b> Apply mathematics to solve well-posed problems in pure mathematics and arising in everyday life, society, and the workplace. (DOK 2, 3)</p> <p><b>Target B:</b> Select and use appropriate tools strategically. (DOK 1, 2)</p> <p><b>Target C:</b> Interpret results in the context of a situation. (DOK 2)</p> <p><b>Target D:</b> 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><b>Target A:</b> Test propositions or conjectures with specific examples. (DOK 2)</p> <p><b>Target B:</b> Construct, autonomously<sup>4</sup>, chains of reasoning that will justify or refute propositions or conjectures<sup>5</sup>. (DOK 3, 4)</p> <p><b>Target C:</b> State logical assumptions being used. (DOK 2, 3)</p> <p><b>Target D:</b> Use the technique of breaking an argument into cases. (DOK 2, 3)</p> <p><b>Target E:</b> 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><b>Target F:</b> Base arguments on concrete referents such as objects, drawings, diagrams, and actions. (DOK 2, 3)</p>	<p><b>Target A:</b> Apply mathematics to solve problems arising in everyday life, society, and the workplace. (DOK 2, 3)</p> <p><b>Target B:</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><b>Target C:</b> State logical assumptions being used. (DOK 1, 2)</p> <p><b>Target D:</b> Interpret results in the context of a situation. (DOK 2, 3)</p> <p><b>Target E:</b> 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><b>Target F:</b> 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>

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.