North Palos School District 117

THIRD GRADE

September State Goals For Math

6A	Represent, order, and compare whole numbers up to 100,000 using <, >, =, least to greatest, greatest to least
6A	Identify place value up to hundred-thousands
6A	Recognize equivalent representations word form, standard form, expanded form (e.g. 123=100+20+3)
6A	Recognize and explain the concept of odd and even numbers.
6B	Solve one-step addition and subtraction number sentences and word problems using 2 and 3 digit numbers
6B	Demonstrate fluency with basic addition and subtraction facts.
6C	Review addition and subtraction facts to 18 using mental math, paper/pencil method, calculators and computers
6B	Instant recall of basic additional and subtraction factors to 18.
8A	Extend numeric patterns (Ex. 31, 41, 51, _,. _)
6B/6C	Demonstrate relationship between addition and subtraction using fact families (ex: 6+7=13, 7+6=13, 13-7=6, 13-6=7)
9B	Determine the distance between 2 points on the number line in whole numbers

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October State Goals For Math

6B & 6C	Solve one-step and two-step addition and subtraction number sentences and word problems. Addition and subtraction with and without regrouping.
8C & 8D	Express mathematical relationships using algebraic equations. Math Text. P. 68
6B & 6C	Develop and use rounding to estimate the results of whole-number computations.
6B & 6C	Estimate sums and differences of two- or three-digit numbers.

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November State Goals For Math

8C & 8D	Solve two-step addition and subtraction number sentences and word problems.
6B & 6C	Develop and use strategies (i.e. rounding) to estimate the results of whole-number computations.
7A, 7B, 7C	Measure and estimate objects using standard units in the U.S. customary and metric systems (inches, feet, yard, mile, kilometer).
10A & 10B	Represent data using tables, horizontal and vertical bar graph.
6A & 6C	Add and subtract 3 and 4-digit numbers with and without regrouping (with zeros: ex. 600 - 351)
7A, 7B, 7C	Solve word problems and simple conversions using measurement (ex. 12" = 1')
8A	Write an expression to represent a given situation (addition and subtraction)

8CD	Represent simple mathematical relationships (ex: 4 + 4 = 5 + 3, 4 + 3 < 5 + 3)

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December State Goals For Math

6A	Explore and discuss uses of decimals and dollar signs in relation to money.
7A, 7B, 7G	Describe integers using familiar applications (e.g. a thermometer) (also related to Fahrenheit and Celsius scales)
7A, 7B, 7C	Select and use appropriate standard measure length, weight, capacity, and temperature.
6B, 6C, 7A, 7B, 7C	Solve multi-step number sentences and word problems using money and measurement
7A, 7B, 7C	Develop and use strategies (i.e. rounding) to estimate the results of whole-number computations regarding measurement.
6B, 6C	Show equivalent amounts of money.
6B, 6C	Make change from a given amount using bills and coins.
10A, 10B	Represent data using a pictograph

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January State Goals For Math

6B, 6C	Solve multi-step number sentences and word problems using money.
6B, 6C	Develop and use strategies (i.e. rounding) to estimate the results of whole-number computations.
7A, 7B, 7C	Select and apply appropriate standard units and tools to measure area, volume, and time.
7A, 7B, 7C	Determine elapsed time (i.e. hours, minutes, days) between events.
7A, 7B, 7C	Solve problems using perimeter and area of simple polygons.
10A, 10B	Read and interpret data from tally tables and charts.

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February State Goals For Math

9A	Specify locations using a coordinate system.
9A	Identify, draw, and label parallel lines.
9A	Predict and describe the results of flips, turns, and slides of two-dimensional shapes.
9A	Identify, draw, and build triangles, squares, rectangles, pentagons, hexagons, and octagons.
9A	Differentiate between polygons and non-polygons.
9B	Describe the difference between congruent and similar figures.
7ABc	Determine the volume of a solid figure that shows cubic units.
9A	Identify face, edge, and vertex of three-dimensional solid figures.

9B	Name the shapes put together in a composite figure (ex: house = triangle and square, ice cream cone = cone and sphere).
9B	Identify lines of symmetry.

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March State Goals For Math

6A	Represent, order, label, and compare familiar fractions.
10A, 10B	Organize, describe, and make predictions from existing data.
10A, 10B	Represent data by making and completing missing parts of tallies and bar graphs.
10A, 10B	Describe the important features of a set of data displayed by a graph.
10C	Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.
10C	Make predictions based on the results received from a probability experiment.
10A, 10B	Determine mode of a given set of data or graph.

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April State Goals For Math

6A	Identify and locate whole numbers and halves on a number line.
6B, 6C	Solve multi-step number sentences and word problems using whole numbers.
6B, 6C	Demonstrate fluency with basic multiplication and division facts and fact families.
6B, 6C	Solve multiplication and division number sentences and word problems
6B, 6C	Apply knowledge of basic multiplication facts (factors 0 – 10) to related facts (e.g., 3x4=12, 30x4 =120, 300x4= 1200).
6B, 6C	Demonstrate and describe the effects of multiplying and dividing whole numbers using appropriate mathematical notion and vocabulary (factor, product, divisor, dividend, quotient)
6A	Represent multiplication as multiple addition.
8A	Write an expression to represent a given situation using all 4 basic operations

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May State Goals For Math

6B, 6C	Solve multi-step number sentences and word problems using whole numbers.
	Select appropriate methods and tools for computing with whole numbers from mental computation, estimation, calculators, and paper/pencil according to the context and nature of the computation and use of the selected method or tool.
6B, 6C	Division by 1 digit numbers with and without remainders. Introduce for 4th grade.
6B, 6C	Multiply 3 digits by 1 digit with and without regrouping. Introduce for 4th grade.

	All standards covered during the year.