

3rd grade SC Ready Checklist

This document contains a list of 3rd grade objectives arranged by big topics. The standard is referenced beside each objective. Remember that the SC Ready assessment will also incorporate the SC Mathematical Process Standards; therefore, it is important to also review these topics through processes such as problem solving.

Please double check for accuracy and correct any possible errors.

Whole numbers

- ___ Round to the nearest 10 (3. NSBT.1)
- ___ Round to the nearest 100 (3.NSBT.1)
- ___ Add fluently to 1000 (3.NSBT.2)
- ___ Subtract fluently to 1000 (3.NSBT.2)
- ___ Multiply a one digit number by a multiple of 10 in the range from (10 – 90) (3.NSBT.3)
- ___ Read numbers through 999, 999 (3.NSBT.4)
 - a. Standard form
 - b. Expanded form
- ___ Write numbers through 999, 999 (3.NSBT.4)
 - a. Standard form
 - b. Expanded form
- ___ Compare numbers through 999, 999 (3.NSBT.5)
- ___ Order number through 999, 999 (3.NSBT.5)

Fractions (Denominators of 2, 3, 4, 6, 8, 10)

- ___ Name the unit fraction when a whole is cut into equal parts (3.G.2 and 3. NSF.1a)
- ___ Recognize the equal parts of identical wholes do not have to be the same shape (3.G.2)
- ___ Understand a fraction $\frac{a}{b}$. For example, $\frac{3}{5}$ can be represented as 3 parts that are $\frac{1}{5}$ in a size (3.NSF.1b)
- ___ Represent a fraction with an area model (3.NSF.1d)

___ Represent a fraction with a set model (3.NSF.1d)

___ Represent a fraction with a linear model (# line) based on counting the unit fraction (3.NSF.1c and 3.NSF.1d)

___ Know that two fractions are equivalent using area model if they come from the same whole and are the same size or area (3.NSF.2a and 3.NSF.2b)

___ Know that two fractions are equivalent using set model (3.NSF.2b)

___ Know that two fractions are equivalent using linear model if they come from the same whole and are the same point on a number line (3.NSF.2a and 3.NSF.2b)

___ Compare two fractions from the same whole that have the same numerator by reasoning about their size (3.NSF.2d)

___ Compare two fractions from the same whole that have the same denominator by reasoning about their size (3.NSF.2d)

___ Write a whole number as a fraction with one as a denominator (3.NSF.2c)

___ Write fractions that are a form of 1 (3.NSF.2c)

___ Change a mixed number to an improper fraction by understanding that a mixed number is a certain number of unit fractions. For example, $3\frac{1}{2} = \frac{7}{2}$ which is 7 parts that are $\frac{1}{2}$ in size. (3.NSF.3)

Multiplication

- ___ Represent multiplication facts with concrete objects using arrays and equal groups (3.ATO.1 and 3.ATO.3)
- ___ Represent multiplication facts with drawings such arrays, equal groups and number line (3.ATO.1 and 3.ATO.3)
- ___ Represent multiplication facts with symbols (3.ATO.1)
- ___ Understand the relationship between factors and the product (3.ATO.1)

___ Solve word problems using arrays/area, equal groups and number line models for multiplication (3.ATO.3)

___ Write an equation with a symbol for the unknown to represent a multiplication word problem (3.ATO.3)

Multiplication continued

___ Apply the Commutative Property, Associative Property and Distributive Property of Multiplication (3.ATO.5)

___ Find the unknown value in a multiplication equation (unknown product, unknown factor) (3.ATO.4)

___ Demonstrate fluency with multiplication facts within 100 (3.ATO.7)

Division (no remainders)

___ Represent division facts with concrete objects using equal groups (3.ATO.2 and 3.ATO.3)

___ Represent division facts with drawings such as equal groups and number line (3.ATO.2 and 3.ATO.3)

___ Represent division facts with symbols (3.ATO.2)

___ Understand the relationship between the dividend, divisor and quotient (3.ATO.2)

___ Use related division facts to solve word problems involving arrays, equal groups and number line models (3.ATO.3)

___ Write an equation with a symbol for the unknown to represent a division word problem (3.ATO.3)

___ Find the unknown value in a division equation (unknown dividend, unknown divisor or unknown quotient) (3.ATO.4)

___ Understand that division is “think multiply” (unknown factor) (3.ATO.6)

___ Demonstrate fluency with division facts within 100 by understanding that division is an unknown factor problem (3.ATO.6 and 3.ATO.7)

Two Step Word Problems

___ Solve problems involving the four operations (3.ATO.8)

___ Represent the problem with an equation using a variable for the unknown (3.ATO.8).

Patterns

___ Identify arithmetic patterns (some patterns can be found in the multiplication and addition tables) (3.ATO.9)

Shapes

___ Understand that quadrilaterals are four sided shapes (3.G.1)

___ Name the types of quadrilaterals (3.G.1)

___ Draw a quadrilateral that is not a rhombus, square or rectangle (3.G.1)

___ Identify three dimensional shapes based on their two dimensional net and explain the relationship between the shape and the net

- a. Right rectangular prism
- b. Right triangular prism
- c. Pyramid

___ Recognize a right angle (3.G.3)

___ Use the right angle as a benchmark to identify acute and obtuse angles (3.G.3)

Measurement

___ Tell time on an analog and digital clock to the nearest minute using a.m. and p.m. (3.MDA.1)

___ Solve elapsed time problems within 60 minutes (3.MDA.1)

___ Estimate liquid volumes (c, pt, qt, gal, mL, L) to the nearest whole unit (3.MDA.2)

___ Measure liquid volumes (c, pt, qt, gal, ml, L) to the nearest whole unit (3.MDA.2)

___ Collect, organize, classify and interpret data

- a. Scaled picture graph
- b. Scaled bar graph

___ Organize data on a line plot with data measured to the nearest inch, half – inch and quarter inch (3.MDA.4)

Measurement continued

___ Measure objects to the nearest inch, half – inch and quarter inch (3.MDA.4)

___ Understand that area is an attribute of a plane figure (3.MDA.5a)

___ Understand that area can be found by building an array and counting square units (3.MDA.5b)

___ Find the area of rectilinear polygon (3.MDA.5c)

___ Perimeter of polygons in real world and mathematical situations (3.MDA.6)

- a. Find the perimeter given all the sides
- b. Find an unknown side

___ Understand rectangles with same perimeter and different areas (3.MDA.6)

___ Understand rectangles with same area and different perimeters (3.MDA.6)