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| **Third Grade Math I Can Statements****Common Core Standards**  |
| **Operations and Algebraic Thinking**  |
| **3.OA.1**-  | I can interpret products of whole numbers. This means I can model multiplication facts by forming groups to represent the factors. |
| **3.OA.2**- | I can interpret quotients of whole numbers. This means I can model division facts by separating objects into equal shares. |
| **3.OA.3-**  | I can solve multiplication word problems by using equations. (within 100)I can solve division word problems by using equations. (within 100)I can solve multiplication word problems by using drawings. (within 100)I can solve division word problems by using drawings. (within 100) |
| **3.OA.4-**  | I can determine the unknown whole number in a multiplication problem. (missing value)I can determine the unknown whole number in a division problem. |
| **3.OA.5-**  | I can apply commutative property to solve multiplication problems. This means I can apply turn-around facts.I can apply associative property to solve multiplication problems. This means when multiplying three numbers, I can choose two numbers to easily multiply then multiply that product by the remaining number. I can apply distributive property to solve multiplication problems. This means I can change my problem to make it easier to multiply. |
| **3.OA.6**- | I can understand division as an unknown factor problem. This means I can solve a division problem by using multiplication. (fact families) |
| **3.OA.7-**  | I can fluently recall multiplication facts. This means I know from memory all products of two one-digit numbers.I can fluently multiply using properties and strategies.I can fluently divide using properties and strategies. |
| **3.OA.8-**  | I can solve two-step word problems using addition.I can solve two-step word problems using subtraction.I can solve two-step word problems using multiplication.I can solve two-step word problems using division.I can represent addition word problems using equations.I can represent subtraction word problems using equations.I can represent multiplication word problems using equations.I can represent division word problems using equations.I can use mental computation strategies to see if my answer is reasonable.I can use mental estimation strategies to see if my answer is reasonable. |
| **3.OA.9-**  | I can identify arithmetic patterns in addition tables.I can identify arithmetic patterns in multiplication tables.I can explain the arithmetic patterns in addition.I can explain the arithmetic patterns in multiplication. |
| **Number and Operations in Base Ten** |
| **3.NBT.1-** | I can use place value to round whole numbers to the nearest 10.I can use place value to round whole numbers to the nearest 100. |
| **3.NBT.2-** | I can fluently add numbers up to 1,000 using various strategies.I can fluently subtract numbers up to 1,000 using various strategies. |
| **3.NBT.3**- | I can use strategies to multiply one-digit whole numbers by multiples of 10. (10-90) |
| **Number and Operations – Fractions** |
| **3.NF.1-**  | I can define fractions as parts of a whole. I can determine the individual parts within a fraction. (numerator)I can determine the number of equal parts within a fraction. (denominator) |
| **3.NF.2-**  | I can identify a fraction on a number line. I can identify a fractional part on a number line.I can represent a fraction on a number line when 1 is the numerator. (Ex. Using a number line 0-1 to show each section marked between 0-1 represents $\frac{1}{n} .)$   0$ \frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ 1I can represent a fraction on a number line when the numerator is more than 1. (Ex. Using a number line 0-1 to show each section marked increases the numerator.) 0 $ \frac{1}{4}$ $\frac{2}{4}$ $\frac{3}{4}$ $1=\frac{4}{4}$I can generate simple, equivalent fractions. |
| **3.NF.3-**  | I can recognize when two fractions are equivalent when they are the same size or the same point on a number line. I can recognize simple equivalent fractions.I can express whole numbers as fractions.(Ex. $\frac{3}{1}=3$ and using a number line to show that $ \frac{3}{3}=1$)I can recognize fractions that are equivalent to whole numbers.I can explain why fractions are equivalent.I can compare two fractions with the same numerator. I can compare two fractions with the same denominator.I can recognize that to correctly compare two fractions they must have the same whole.I can compare fractions using >, <, or =.I can explain why my comparison of fractions is accurate. |
| **Measurement and Data** |
| **3.MD.1-**  | I can measure elapsed time to the nearest minute.I can solve word problems involving addition of time.I can solve word problems involving subtraction of time.I can tell time to the nearest minute.I can write time to the nearest minute. |
| **3.MD.2-**  | I can add to solve one-step word problems involving mass.I can subtract to solve one-step word problems involving mass.I can multiple to solve one-step word problems involving mass.I can divide to solve one-step word problems involving mass.I can add to solve one-step word problems involving volume.I can subtract to solve one-step word problems involving volume.I can multiple to solve one-step word problems involving volume.I can divide to solve one-step word problems involving volumes.I can estimate liquid volume using liters.I can estimate the mass of objects using grams.I can estimate the mass of objects using kilograms.I can measure liquid volume using liters.I can measure the mass of objects using grams.I can measure the mass of objects using kilograms. |
| **3.MD.3-** | I can solve one-step “how many more” problems using information from a scaled bar graph.I can solve one-step “how many less” problems using information from a scaled bar graph.I can solve two-step “how many more” problems using information from a scaled bar graph.I can solve two-step “how many less” problems using information from a scaled bar graph.I can draw a scaled picture graph to represent a data set with several categories.I can draw a scaled bar graph to represent a data set with several categories. |
| **3.MD.4-**  | I can generate measurement data by measuring lengths using rulers marked with halves of an inch.I can generate measurement data by measuring lengths using rulers marked with fourths of an inch.I can create a line plot that represents gathered measurement data in appropriate units. (whole numbers, halves, quarters) |
| **3.MD.5-**  | I can identify that a square unit is used to measure the area of a plane figure.I can use square units, without gaps or overlaps, to measure the area of a plane figure.  |
| **3.MD.6-**  | I can measure area by counting square centimeters, square meters, square inches and square feet.I can measure area by counting units that I created. |
| **3.MD.7-**  | I can recognize that addition can be used to find the total area of rectilinear figures.I can find the area of a rectangle using tiles and relate it to multiplication. This means that area can be represented by multiplying unit length x width.I can multiply to find area of rectangles using whole numbers to solve real world problems.I can use the distributive property of multiplication to find the area of a rectangle that I have tiled.I can find the area of rectilinear figures by decomposing (separating) the figure and adding the area of the separated figures together. |
| **3.MD.8-** | I can find the perimeter of a polygon given the side lengths.I can find the perimeter of a polygon with an unknown side length.I can construct rectangles with the same perimeter and different areas.I can construct rectangles with the same area and different perimeters. |
| **Geometry** |
| **3.G.1- A** | I can identify a rhombus as a quadrilateral.I can identify a rectangle as a quadrilateral.I can identify a square as a quadrilateral.I can compare shapes to show that they share attributes, and that these common attributes can define a larger category of shapes. (Quadrilaterals)I can draw a quadrilateral that doesn’t belong to any of the subcategories (rhombuses, rectangles, and squares). |
| **3.G.2-**  | I can partition (divide) a shape into parts with equal area. I can express (write) the area of each equal part as a unit fraction of the whole shape. |
| **Color Key:** | Knowledge Reasoning Performance Product  |