

### 3<sup>rd</sup> grade SC Ready Checklist

This document contains a list of 3<sup>rd</sup> 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)