

1 = Not yet.

2 = I'm getting there.

3 = I've got it!

Third Grade Math "I Can" Statements

for California's Common Core Standards

Shaded standards represent major focus areas.

Operations and Algebraic Thinking			
3.OA.1			
I can explain multiplication by using groups of objects.	1	2	3
3.OA.2			
I can understand division by determining how many equal parts are in a group.	1	2	3
3.OA.3			
I can use multiplication within 100 to solve word problems	1	2	3
I can use division within 100 to solve word problems.	1	2	3
3.OA.4			
I can find the missing number in a multiplication equation.	1	2	3
I can find the missing number in a division equation.	1	2	3
3.OA.5			
I can multiply and divide using the Commutative property. (If I know that $3 \times 9 = 27$, then I know that $9 \times 3 = 27$.)	1	2	3
I can multiply and divide using the Associative property. ($3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$)	1	2	3
I can multiply and divide using the Distributive property. Knowing $8 \times 5 = 40$ and $8 \times 2 = 16$ then you can find 8×7 by thinking $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$.	1	2	3
3.OA.6			
I can get the answer to a division problem by thinking of the related multiplication fact and knowing the missing factor.	1	2	3
3.OA.7			
I can multiply within 100 fluently using multiple strategies. (By the end of third grade I will know from memory all products of two one-digit numbers.)	1	2	3
I can divide with 100 fluently using multiple strategies.	1	2	3
3.OA.8			
I can solve two-step word problems using addition, subtraction, multiplication, and division.	1	2	3
I can decide if my answers are reasonable by using mental	1	2	3

computation and estimation.			
3.OA.9			
I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.	1	2	3
Number and Operations in Base Ten			
3.NBT.1			
I can round numbers to the nearest 10 and 100.	1	2	3
3.NBT.2			
I can fluently add and subtract within 1000.	1	2	3
3.NBT.3			
I can multiply one- digit numbers by multiples of 10.	1	2	3
Number and Operations Fractions			
3.NF.1			
I can show and understand that fractions are equal parts of a whole.	1	2	3
3.NF.2			
I can label fractions on a number line because I know the space between any two numbers can be thought of as a whole.	1	2	3
3.NF.3			
I can explain in words or pictures how two fractions can sometimes be equal.	1	2	3
I can compare fractions by reasoning about their size.	1	2	3
I can show whole numbers as fractions.	1	2	3
I can recognize fractions that are equal to one whole.	1	2	3
Measurement and Data			
3.MD.1			
I can tell and write time to the nearest minute.	1	2	3
I can solve word problems involving time by adding and subtracting.	1	2	3
3.MD.2			
I can measure liquids and solids with liters, grams, and kilograms.	1	2	3
I can solve word problems involving mass and volume by using addition, subtraction, multiplication, and division.	1	2	3
3.MD.3			
I can create a picture or bar graph to show data and solve problems using the information from the graphs.	1	2	3
3.MD.4			
I can create a line plot from measurement data where the measured objects have been measured to the nearest whole	1	2	3

number, half, or quarter.			
3.MD.5			
I can understand that the area of plane shapes can be measured in square units.	1	2	3
3.MD.6			
I can measure areas by counting unit squares.	1	2	3
3.MD.7			
I can measure area by using what I know about multiplication and addition.	1	2	3
3.MD.8			
I can solve real world math problems using what I know about the perimeter of shapes.	1	2	3
Geometry			
3.G.1			
I can place shapes into categories based on their attributes.	1	2	3
I can recognize and draw quadrilaterals such as rhombuses, rectangles, and squares, as well as other examples of quadrilaterals.	1	2	3
3.G.2			
I can divide shapes into parts with equal areas and show those areas as fractions.	1	2	3

M.Haness, Dec. 2013

