

# Math

## Common Core State Standards

# 3rd Grade

Rounding numbers, adding & subtracting multi-digit numbers, comparing fractions, perimeter, area, data, bar graphs, line plots & more!

### ROUNDING NUMBERS UNIT 1

You can round whole numbers to the nearest ten or hundred.

#### Rounding Numbers to the Nearest Ten

Nearest tens are numbers that are multiples of 10. They will always have a 0 in the ones place.

To round to the nearest ten, you need to determine which ten the number is closest to.

**EX:** Round 18 to the nearest ten.

Look at 18 on a number line:



18 is closer to 20 than it is to 10. Round 18 **up** to 20.

To round to the nearest ten, you can look at the value of the ones place.

- If the value of the ones place is 1, 2, 3, or 4, round **down** to the nearest ten.
- If the value of the ones place is 5, 6, 7, 8, or 9, round **up** to the nearest ten.

**EX:** Round 32 to the nearest ten.

Look at the value of the ones place.

2 is in the ones place of 32. Round 32 **down** to the nearest ten, which is 30.

#### Rounding Numbers to the Nearest Hundred

Nearest hundreds are numbers that are multiples of 100. They will always have a 0 in both the tens place and the ones place.

To round to the nearest hundred, you need to determine which hundred the number is closest to.

**EX:** Round 128 to the nearest hundred.

Look at 128 on a number line:



128 is closer to 100 than it is to 200. Round 128 **down** to 100.

To round to the nearest hundred, you can look at the value of the tens place.

- If the value of the tens place is 1, 2, 3, or 4, round **down** to the nearest hundred.
- If the value of the tens place is 5, 6, 7, 8, or 9, round **up** to the nearest hundred.

**EX:** Round 567 to the nearest hundred.

Look at the value of the tens place.

6 is in the tens place of 567. Round 567 **up** to the nearest hundred, which is 600.

**Tip!** Underline the place value that determines whether you will round up or down.

### ADDING & SUBTRACTING MULTI-DIGIT NUMBERS UNIT 2

When you add and subtract multi-digit numbers, align the numbers by place value. Then add or subtract beginning with the lowest place.

You may need to regroup values when adding whole numbers.

**EX:** Add  $573 + 288$ .

$$\begin{array}{r} 573 \\ +288 \\ \hline 861 \end{array}$$

You may need to regroup values when subtracting whole numbers.

**EX:** Subtract  $1,952 - 645$ .

$$\begin{array}{r} 1,952 \\ -645 \\ \hline 1,307 \end{array}$$

#### You Can Do This!

Sarah collected 1,503 baseball cards. She gave 225 to her brother. How many baseball cards does Sarah have left?

Sarah has 1,278 baseball cards left.

$$\begin{array}{r} 1,503 \\ -225 \\ \hline 1,278 \end{array}$$

### THE RELATIONSHIP BETWEEN MULTIPLICATION & DIVISION UNIT 3

Just like addition and subtraction are **inverse operations**, multiplication and division are inverse operations. This means they are opposite operations.

You can create multiplication and division **fact families**. A **fact family** will contain two division operations and two multiplication operations with the same three numbers.

**EX:** What is the fact family of 3, 7, and 21?

$$\begin{array}{l} 3 \times 7 = 21 \\ 7 \times 3 = 21 \\ 21 \div 3 = 7 \\ 21 \div 7 = 3 \end{array}$$

**EX:** Use your knowledge of multiplication fact families to solve the problem  $54 \div 6$ .

Since  $9 \times 6 = 54$ , then  $54 \div 6 = 9$ .

Ask yourself, "What number times 6 is equal to 54?"

# State Of State Math Standards

**RS Peters**



## State Of State Math Standards:

**State Mathematics Standards** Ralph A. Raimi, Lawrence S. Braden, 1998      **Common Core State Standards for Mathematics**, 2012      **Common Core State Standards**, 2014      The State of State Math Standards, 2005 David Klein, 2005      Teaching to the Math Common Core State Standards F. D. Rivera, 2015-06-17 This is a methods book for preservice middle level majors and beginning middle school teachers It takes a very practical approach to learning to teach middle school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the Grade 5 through Grade 8 and traditional pathway Algebra I portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it means to teach to the CCSSM within an alignment mindset involving content practice learning teaching and assessment The Common Core state content standards which pertain to mathematical knowledge skills and applications have been carefully crafted so that they are teachable learnable coherent fewer clearer and higher The practice standards which refer to institutionally valued mathematical actions processes and habits have been conceptualized in ways that will hopefully encourage all middle school students to engage with the content standards more deeply than merely acquiring mathematical knowledge by rote and imitation Thus in the CCSSM proficiency in content alone is not sufficient and so does practice without content which is limited Content and practice are both equally important and thus must come together in teaching learning and assessment in order to support authentic mathematical understanding This blended multisourced text is a getting smart book It prepares preservice middle level majors and beginning middle school teachers to work within the realities of accountable pedagogy and to develop a proactive disposition that is capable of supporting all middle school students in order for them to experience growth in mathematical understanding that is necessary for high school and beyond including future careers      The Intended Mathematics Curriculum as Represented in State-Level Curriculum Standards Barbara J. Reys, 2006-10-10 This volume analyzes the grade placement of mathematics learning goals across U S state level curriculum standards as of May 2005 It highlights the lack of consensus across states and aims to inform future curriculum decisions and stimulate national discussion on curriculum leadership      The Reviews of State Content Standards in English Language Arts and Mathematics Douglas A. Archbald, 1998 This report compares and contrasts the evaluation methods and findings of the American Federation of Teachers AFT Council for Basic Education CBE and the Fordham Foundation reviews of state English language arts and mathematics content standards It states that the reviews found that state content standards vary greatly in how they are organized in the levels of

detail and specificity of their content prescriptions and in the clarity of their expression According to the report although a number of the states standards were found to be of exemplary quality and could be used as models an unacceptably large number of state content standards were judged to be of inadequate quality The report cites the average ratings on the 0 to 4 scale given by each rating group for English language arts and for mathematics It finds considerable discrepancy in the reviewers ranking of the states there was considerable disagreement among the reviewers about which states had high quality and which states had low quality content standards The report states that the reviewers used different criteria defining the qualities they used for evaluation and applying their evaluation criteria differently The report concludes by discussing ways research and policy initiatives could improve the quality of state content standards Contains 18 references 11 notes and 3 tables of data NKA

**Common Core State Standards ,2014** **Common Core State Standards Transition Tasks for Mathematics, Grade 6** Walch Education,2011-04 Supporting students and teachers moving toward Common Core State Standards The move to Common Core State Math Standards represents two significant transitions for teachers and students First the new standards identify rigorous mathematics content that often exceeds previous expectations Second the vision for the Common Core encompasses a series of Mathematical Practices that include skills processes and attitudes that can only be developed through extensive experience with skillfully facilitated problem solving and effective discourse To facilitate these TRANSITIONS Walch Education has developed this collection of problem solving tasks that target the new content and embody the new practices Request a free task These 15 tasks will help you to infuse existing curriculum with both the content and the practices of the Common Core and support problem based teaching and learning Each task takes only 20 30 minutes for students to complete with another 10 20 minute debrief to enhance reasoning and communication and to crystallize understanding For the teacher background information and implementation suggestions links to relevant resources content and research a series of suggested questions to encourage problem solving reflection and discourse guiding rather than leading students For the students a meaningful context that may transcend traditional school subjects opportunity to collaborate and to grapple with real problem solving *Teaching to the Math Common Core State Standards* F. D. Rivera,2014-02-05 This is a methods book for elementary majors and preservice beginning elementary teachers It takes a very practical approach to learning to teach elementary school mathematics in an emerging Age of the Common Core State Standards The Common Core State Standards in Mathematics CCSSM is not meant to be the official mathematics curriculum it was purposefully developed primarily to provide clear learning expectations of mathematics content that are appropriate at every grade level and to help prepare all students to be ready for college and the workplace A quick glance at the Table of Contents in this book indicates a serious engagement with the recommended mathematics underlying the kindergarten through grade 5 portions of the CCSSM first with issues in content practice assessment learning teaching and classroom management pursued next and in that order In this book we explore what it

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Mathematics Content Standards for California Public Schools California. State Board of Education,1999 This document contains the mathematics content standards for California public schools for grades K 12 With the adoption of these content standards in mathematics California is going beyond reform and redefining the state s role in public education For the first time the content that students need to acquire at each grade level is specifically stated These standards are rigorous The content is attainable by all students given sufficient time except for those few who have severe disabilities These standards are regarded as firm but not unyielding and will be modified in future years to reflect new research and scholarship Fifteen years from now the adoption of these standards will be viewed as the signal event that began a rising tide of excellence in Californian schools Author MVL

**Navigating the Mathematics Common Core State Standards** Jan Christinson,Maryann D. Wiggs,2012 Common Core State Standards CCSS for mathematics are rigorous Now that most states have accepted the CCSS they need to first understand the CCSS and then design a way to implement the CCSS in mathematics This third title in series discusses the rigor of the standards reviews learning progressions defines practice standards and focuses on developing mathematical problems to create higher math development Volume one is Navigating Implementation volume two is English Language Arts and volume four is Assessment and Collaboration

**The Common Core State Standards in Mathematics for English Language Learners** Anita Bright,Holly Hansen-Thomas,Luciana C. De Oliveira,2015 Copublished with the National Council of Teachers of Mathematics NCTM This new volume explores some of the ways high school mathematics content can be made accessible to ELLs by building from their strengths and scaffolding their opportunities to learn more

*Common Core State Standards* ,2014 Common Core Standards for High School Mathematics Amitra Schwols,Kathleen Dempsey,2012-11-14 Smart implementation of the Common Core State Standards requires both an overall understanding of the standards and a grasp of their implications for planning teaching and learning

This Quick Start Guide provides a succinct all in one look at The structure terminology and emphases of the Common Core mathematics standards at the high school level including the areas that represent the most significant changes to business as usual The meaning of the individual content standards addressed by domain and cluster within all five conceptual categories Number and Quantity Algebra Functions Geometry and Statistics and Probability How the content standards practice standards and designated modeling standards connect across domains categories grade bands and traditional course boundaries to help students develop both deep conceptual understanding and functional real world application skills Here mathematics teachers and teacher leaders will find information they need to begin adapting their courses and practices to ensure all students master the new and challenging material the standards present and graduate ready for college or career A practical lesson planning process to use with the Common Core based on Classroom Instruction That Works 2nd Ed is included along with three sample lessons LEARN THE ESSENTIALS OF THE COMMON CORE The grade level and subject specific Quick Start Guides in the Understanding the Common Core Standards series edited by John Kendall are designed to help school leaders and school staffs turn Common Core standards into coherent content rich curriculum and effective classroom level lessons *Making the Common Core Standards Work* Robert J. Manley, Richard J. Hawkins, 2012-11-20 Essential reading for school leaders With the Common Core State Standards adopted by the vast majority of U S states educators face the challenge of translating the standards into successful positive change within schools Written for school leaders this practical guide offers a blueprint for implementing and exceeding the new standards using very targeted professional development Readers will find realistic strategies supported by examples from a diverse range of schools Topics include Empowering teachers and staff as partners in planning for and implementing the new standards Adapting existing curriculum to meet goals for mathematics and language arts at each grade level Designing assessments that measure mastery of the standards Ensuring that the standards benefit learning for all students including multicultural learners Lead your school or district in fulfilling the promise of the Common Core State Standards and preparing students for a competitive global economy This book looks at the implementation of CCSS within the context of all of the components that face public schools and in doing so puts the CCSS in a proper perspective This is a book that could actually help make a difference in the improvement of instruction in the public schools Martin J Hudacs Superintendent Solanco School District Quarryville PA *Making the Common Core Standards Work* provides a detailed approach to systems thinking and how to manage a real life paradigm shift William Richard Hall Jr Principal R C Longan Elementary School Henrico VA *Transition Tasks for Common Core State Standards, Mathematics, Grade 8* Wa Ch, 2011-04-01 Supporting students and teachers moving toward Common Core State Standards The move to Common Core State Math Standards represents two significant transitions for teachers and students First the new standards identify rigorous mathematics content that often exceeds previous expectations Second the vision for the Common Core encompasses a series of Mathematical Practices that include skills processes and attitudes

that can only be developed through extensive experience with skillfully facilitated problem solving and effective discourse To facilitate these TRANSITIONS Walch Education has developed this collection of problem solving tasks that target the new content and embody the new practices Request a free task These 9 tasks will help you to infuse existing curriculum with both the content and the practices of the Common Core and support problem based teaching and learning Each task takes only 20 30 minutes for students to complete with another 10 20 minute debrief to enhance reasoning and communication and to crystallize understanding For the teacher background information and implementation suggestions links to relevant resources content and research a series of suggested questions to encourage problem solving reflection and discourse guiding rather than leading students For the students a meaningful context that may transcend traditional school subjects opportunity to collaborate and to grapple with real problem solving

**Common Core State Standards Station Activities for Mathematics I** Walch Education,2012-09-01 Common Core State Standards Station Activities for Mathematics I is a collection of station based activities to provide students with opportunities to practice and apply the mathematical skills and concepts they are learning in their Math I class Small group work has proven to be one of the best ways for students to make sense of mathematical problems Students will learn to apply new math concepts employ problem solving strategies communicate with one another and reason through to the answers while working together This book contains several sets of activities for each of the following Common Core high school mathematics domains for Math I Number and Quantity Algebra Functions Geometry and Statistics and Probability You may use these activities as a complement to your regular lessons or in place of your regular lessons if students have the basic concepts but need practice 18 sets of activities each with 4 or 5 separate stations 10 15 minutes per station follo

State Science Standards Lawrence S. Lerner,1998 **The Common Core State Standards in Mathematics for English Language Learners** Marta Civil,Erin E. Turner,2014 The CCSS have been adopted by most states in the country and we as mathematics educators must attend to this widespread adoption and implementation

## Whispering the Strategies of Language: An Emotional Quest through **State Of State Math Standards**

In a digitally-driven earth where monitors reign great and immediate transmission drowns out the subtleties of language, the profound secrets and emotional subtleties hidden within words frequently get unheard. However, located within the pages of **State Of State Math Standards** a captivating literary prize sporting with organic feelings, lies an extraordinary journey waiting to be undertaken. Composed by a talented wordsmith, this wonderful opus invites viewers on an introspective trip, softly unraveling the veiled truths and profound influence resonating within the fabric of each word. Within the mental depths of this poignant review, we shall embark upon a heartfelt exploration of the book's primary themes, dissect its captivating writing design, and fail to the strong resonance it evokes strong within the recesses of readers' hearts.

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in' expresses a calm and cozy tone which contrasts with the ... Figurative Language In Truman Capote's In Cold Blood One example of imagery is used in line 5 "I'm stone. I'm flesh." The narrator is using metaphoric and literal imagery describing his body. The reader can ... Metaphor, Make-believe and Misleading Information in ... Sep 10, 2022 — Packed with metaphor, language play and allegory - such as that found in the noted tomcat extract above - In Cold Blood can surely only ever be ... Rhetorical Strategies Mar 7, 2011 — However, one of the most important rhetorical devices written in the novel is in the form of a metaphor: "He and Dick were 'running a race ... In Cold Blood - LitDevices.com Jul 1, 2019 — The author uses vivid imagery to create a sense of place and atmosphere, such as when he describes the Clutter home as "a home with absolutely ... Language Devices In Truman Capote's In Cold Blood Truman Capote uses variety of language devices to vividly develop Perry Smith in his novel In Cold Blood. These language devices include, diction, similes ...