



Priority Standards

Math Priority Standards – Grade 3

Below is a table of the priority standards.

Priority Standards	Description
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, (e.g. by using drawings and equations with a symbol for the unknown number to represent the problem.) Refer to shaded section of Table 2 for specific situation types. – Kansas Flipbooks *
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \cdot 4 = 24$ is known, then $4 \cdot 6 = 24$ is also known. (Commutative property of multiplication.) $3 \cdot 5 \cdot 2$ can be found by $3 \cdot 5 = 15$, then $15 \cdot 2 = 30$, or by $5 \cdot 2 = 10$, then $3 \cdot 10 = 30$. (Associative property of multiplication.) Knowing that $8 \cdot 5 = 40$ and $8 \cdot 2 = 16$, one can find $8 \cdot 7$ as $8 \cdot (5 + 2) = (8 \cdot 5) + (8 \cdot 2) = 40 + 16 = 56$. (Distributive property.) Students need not use formal terms for these properties. – Kansas Flipbooks *
3.OA.7	Fluently (efficiently, accurately, and flexibly) multiply and divide with single digit multiplications and related divisions using strategies (e.g. relationship between multiplication and division, doubles, double and double again, half and then double, etc.) or properties of operations. – Kansas Flipbooks *
3.OA.8	Solve two-step word problems using any of the four operations. Represent these problems using both situation equations and/or solution equations with a letter or symbol standing for the unknown quantity (refer to Table 1 and Table 2 and standard 3.OA.3). Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole-number answers. – Kansas Flipbooks *
3.NBT.2	Fluently (efficiently, accurately, & flexibly) add and subtract within 1000 using strategies (e.g. composing/decomposing by like base-10 units, using friendly or benchmark numbers, using related equations, compensation, number line, etc.) and algorithms (including, but not limited to: traditional, partial-sums, etc.) based on place value, properties of operations, and/or the relationship between addition and subtraction. – Kansas Flipbooks *
3.MD.3	Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, (e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.) (Excludes multiplicative comparison problems) (See Table 1 and Table 2). – Kansas Flipbooks *

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3.MD.5	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. – Kansas Flipbooks *
3.MD.8	Relate area to the operations of multiplication and addition: – Kansas Flipbooks * <ul style="list-style-type: none"> • 3.MD.8a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. • 3.MD.8b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. • 3.MD.8c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b+c$ is the sum of $a \cdot b$ and $a \cdot c$. Use area models to represent the distributive property in mathematical reasoning (Supports 3.OA.5).
3.MD.9	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. – Kansas Flipbooks *
3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. – Kansas Flipbooks *
3.NF.3	Explain equivalence of fractions, and compare fractions by reasoning about their size (it is a mathematical convention that when comparing fractions, the whole is the same size). – Kansas Flipbooks * <ul style="list-style-type: none"> • 3.NF.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • 3.NF.3b. Recognize and generate simple equivalent fractions, (e.g. $1/2=2/4, 4/6=2/3$.) Explain why the fractions are equivalent, e.g. by using a visual fraction model. • 3.NF.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3=3/1$; recognize that $6/1=6$; locate $4/(4)$ and 1 at the same point of a number line diagram. • 3.NF.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the relational symbols $>$, fraction model.)
3.G.1	Understand that shapes in different categories (e.g. rhombuses, rectangles, trapezoids, kites and others) may share attributes (e.g. having four sides), and that the shared attributes can define a larger category (e.g. quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these

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	subcategories. Refer to inclusive definitions noted in the glossary. – Kansas Flipbooks *

**Kansas Department of Education has created 'Flipbooks' for current standards that detail each standard, including examples and resources to support in understanding the depth of the standard.*