



# EAST POINTE COMMUNITY SCHOOLS

## Third Grade Math Power Standards

**3.OA.5** Apply properties of operations as strategies to multiply and divide. Examples :if  $6 \times 4 = 24$ , then  $4 \times 6 = 24$  (Commutative property of multiplication)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$  then  $10 \times 3 = 30$  (Associative property of multiplication).  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property) students need not use formal terms for these properties.

**3.OA.7** Fluently multiply and divide with 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 / 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of one-digit numbers.

**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computations and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers: students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations)).

**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilogram (kg), and liters (l). Add, subtract, multiply or divide to solve one-step word problems including masses or volumes that are given in the same units, e.g., by using drawings to represent the problem (excludes multiplicative comparison problems (problems involving notions of “time as much”).



# EAST POINTE COMMUNITY SCHOOLS

## Third Grade Math Power Standards

**3.MD.3** Draw a scaled picture graph and scaled bar graph to represent a data set with several categories. Solve one and two-step “how many more” and “how many less” problems using information presented in a scaled bar graph. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.

**3.MD.7** Relate area to the operations of multiplication and addition.

**3.MD.7** Relate area to the operations of multiplication and addition.

**3.RI.3.2** Determine main idea of a text; recount the key details and explain how they support the main idea.**3.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**3.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.



**EASTPOINTE**  
**COMMUNITY SCHOOLS**

Third Grade Math Power Standards