




**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS  
MATHEMATICS**

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| <b>GRADE 3</b>  |
| <b>STANDARD A: MATHEMATICAL PROCESSES</b>   |
| <b>Representation, Reasoning, Problem Solving</b>   |
| <b>Communication, Connections</b>   |
| <i>I can solve addition and subtraction word problems.</i>  |
| <b>A-1.3</b>  |
| <i>I can record and explain math ideas using math vocabulary (e.g., numbers, symbols, pictures, charts, tables, diagrams, graphs, arrays, and models).</i>                          |
| <b>A-2.3</b>  |
| <i>I can check that the answer makes sense.</i>   |
| <b>A-3.3</b>  |
| <i>I can find examples of math in the real world.</i>   |
| <b>A-4.3</b>  |
| <b>STANDARD B: NUMBER OPERATIONS AND RELATIONSHIPS</b>  |
| <b>Number Concepts</b>  |
| <b>Number Computation</b>   |
| <i>I can represent numbers (e.g., using words, numbers, pictures, base-ten blocks, counters, number lines, arrays, equivalent names for numbers, and name-collection routines).</i> |
| <b>B-1.3</b>  |
| <i>I can read four- and five-digit numbers.</i>   |
| <b>B-2.3</b>  |
| <i>I can write four- and five-digit whole numbers.</i>  |
| <b>B-3.3</b>  |
| <i>I can rename numbers (e.g., in terms of hundreds, tens, and ones [<math>243=200+40+3</math>] and <math>243=250-7</math>).</i>  |
| <b>B-4.3</b>  |
| <i>I can identify place values in four- and five-digit whole numbers.</i>   |
| <b>B-5.3</b>  |
| <i>I can represent decimals to the hundredths (e.g., using base-ten blocks).</i>  |
| <b>B-6.3</b>  |
| <i>I can compare and order whole numbers less than 10,000 (using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math>).</i>   |
| <b>B-7.3</b>  |
| <i>I can shade a specified fractional part of a region.</i>   |
| <b>B-8.3</b>  |

*Most essential benchmarks appear in bold, italicized print.*

| GRADE 3   |
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| <i>I can write the fraction name for the shaded part of region (e.g., one-half of the square is shaded: ).</i>                                       |
| <b><i>B-9.3</i></b>   |
| <i>I can represent unit fractions one-half, one-third, and one-fourth (using drawings, a ruler, pictures, concrete objects, a number line, or a hundreds grid).</i>   |
| <b><i>B-10.3</i></b>  |
| <i>I can represent multiplication as an array.</i>  |
| <b><i>B-11.3</i></b>  |
| <i>I can represent division as equal sharing/equal grouping.</i>  |
| <b><i>B-12.3</i></b>  |
| <i>I can estimate sums and differences up to 1,000 (e.g., <math>232+588 \rightarrow 200+600=800</math> and <math>372-210 \rightarrow 400-200=200</math>).</i>   |
| <b><i>B-13.3</i></b>  |
| <i>I can memorize addition facts to <math>10+10</math>.</i>   |
| <b><i>B-14.3</i></b>  |
| <i>I can memorize subtraction facts to <math>20-10</math>.</i>  |
| <b><i>B-15.3</i></b>  |
| <i>I can memorize multiplication facts to <math>10 \times 10</math>.</i>  |
| <b><i>B-16.3</i></b>  |
| <i>I can solve extended subtraction facts (e.g., <math>8-5</math>, <math>80-50</math>, and <math>800-500</math>).</i>   |
| <b><i>B-17.3</i></b>  |
| <i>I can count money up to \$10 using coins and bills.</i>  |
| <b><i>B-18.3</i></b>  |
| <i>I can make change with coins and bills up to \$10.</i>   |
| <b><i>B-19.3</i></b>  |
| <i>I can add whole numbers with/without regrouping (e.g., two digit+two digit, three digit+two digit, and three digit+three digit) in horizontal and vertical format.</i>   |
| <b><i>B-20.3</i></b>  |
| <i>I can subtract whole numbers with/without regrouping (e.g., two digit-one digit, two digit-two digit, three digit-one digit, and three digit-two digit) in horizontal and vertical format.</i>                                       |
| <b><i>B-21.3</i></b>  |
| <b>STANDARD C: GEOMETRY AND SPATIAL SENSE</b>   |
| <b>Two- and Three-Dimensional Figures</b>   |
| <b>Spatial Relationships and Transformations</b>  |
| <b>Coordinate Systems</b>   |
| <i>I can identify and describe two- and three-dimensional figures (e.g., square, triangle, rectangle, pentagon, hexagon, octagon, trapezoid, rhombus, circle, cube, pyramid, rectangular prism, tetrahedron, cylinder, and sphere).</i> |
| <b><i>C-1.3</i></b>   |

**GRADE 3**

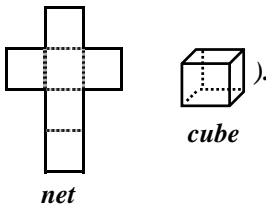
*I can compare two-dimensional figures and three-dimensional figures (e.g., sides, corners/vertices, faces, bases, and edges).*

*C-2.3*

*I can use pattern block shapes to create different shapes (e.g., one trapezoid and three triangles make a hexagon).*

*C-3.3*

*I can identify three-dimensional figures from their nets/flat patterns (e.g., this net forms a cube:*



*C-4.3*

*I can name and construct polygons.*

*C-5.3*

*I can identify a right angle.*

*C-6.3*

**STANDARD D: MEASUREMENT**

**Measurable Attributes/Units**

**Direct Measurement**

**Indirect Measurement**

*I can compute time conversions (e.g., minutes to hours, hours to days, months to years, and years to months).*

*D-1.3*

*I can tell time to one-minute intervals on analog and digital clocks. I can translate time from analog to digital clocks and vice versa.*

*D-2.3*

*I can determine elapsed time (i.e., using multiples of 15 minutes).*

*D-3.3*

*I can identify when to use an appropriate unit of length (i.e., inches, feet, yards, miles, millimeters, centimeters, and meters).*

*D-4.3*

*I can identify when to use an appropriate unit of time (i.e., seconds, minutes, hours, days, months, and years).*

*D-5.3*

*I can identify when to use an appropriate unit of liquid capacity (i.e., cups, quarts, gallons, and liters).*




*D-6.3*

*I can identify when to use an appropriate unit of weight (i.e., ounces, pounds, and grams).*

*D-7.3*

*I can read thermometers according to a variety of scales (e.g., one-, two-, or five-degree intervals).*

*D-8.3*

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| <b>GRADE 3</b>  |
| <i>I can measure with nonstandard tools (e.g., paper clips and pencils).</i>  |
| <b>D-9.3</b>  |
| <i>I can measure with and read a ruler to the nearest centimeter, 1/4 inch, 3/4 inch, and inch.</i>   |
| <b>D-10.3</b>   |
| <i>I can explain the meaning of perimeter.</i>  |
| <b>D-11.3</b>   |
| <i>I can explain the meaning of area.</i>   |
| <b>D-12.3</b>   |
| <b>STANDARD E: STATISTICS AND PROBABILITY</b>   |
| <b>Data Analysis and Statistics</b>   |
| <b>Probability</b>  |
| <i>I can create a bar graph (i.e., horizontal or vertical) and chart to display data.</i>   |
| <b>E-1.3</b>  |
| <i>I can interpret bar graphs, pictographs, and tally charts (e.g., translate information from tally chart to bar graph).</i>   |
| <b>E-2.3</b>  |
| <i>I can determine if a spinner is fair or unfair.</i>  |
| <p><i>Fair:</i> </p> <p><i>Unfair:</i> </p>  |
| <b>E-3.3</b>  |
| <i>I can use appropriate vocabulary to describe the probability of chance events (i.e., which out-come is more, less, or equally likely and impossible or certain to occur? which number is the arrow less likely to land on? ).</i> |
| <b>E-4.3</b>  |
| <i>I can predict the outcome of an event (e.g., given a spinner, a set of numbered cards, or a bag filled with colored buttons).</i>  |
| <b>E-5.3</b>  |
| <b>STANDARD F: ALGEBRAIC RELATIONSHIPS</b>  |
| <b>Patterns, Relations, and Functions</b>   |
| <b>Expressions, Equations, Inequalities</b>   |
| <b>Properties</b>   |
| <i>I can describe patterns in writing (i.e., geometric shape and number, including What's My Rule?).</i>  |
| <b>F-1.3</b>  |
| <i>I can continue patterns (e.g., geometric shape and number, including What's My Rule?).</i>   |
| <b>F-2.3</b>  |
| <i>I can create patterns (e.g., attribute; geometric shape; and number, including What's My Rule?).</i>   |
| <b>F-3.3</b>  |

**GRADE 3**

*I can use the = sign to mean “is the same as” (e.g.,  $13 = \underline{\quad} + 6$  means 13 “is the same as” what+6;  $7 - 2$  “is the same as”  $3 + 2$ ).*

***F-4.3***

*I can complete a number sentence to make it true (e.g.,  $3 + \quad = 4 + 2$ ;  $121 = 100 + \quad + 1$ ;  $25 - 5 = 30 - \quad$ ).*

***F-5.3***

*I can demonstrate or explain the commutative property (turn-around rule) of addition (e.g.,  $3 + 4 = 7$  and  $4 + 3 = 7$ ) and multiplication (e.g.,  $2 \times 6 = 12$  and  $6 \times 2 = 12$ ).*

***F-6.3***