

Grade Three Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.3.1	Identify, use, and model place value positions of 1’s, 10’s, 100’s, and 1,000’s [1.1] Identify the value of a given digit in the 1’s, 10’s, 100’s, and 1,000’s place. [1.2]
	1.3.2	Identify and model the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and $\frac{1}{8}$ as equal parts of a whole or sets of objects. [1.5] Read and write unit fractions with numbers and words. [1.6]
	1.3.3	Read, write, compare, and order numbers from 0 - 9,999. [1.7] Read and write number words to 100. [1.8]
	1.3.5	Immediately recall and use addition and subtraction facts. [1.13] Immediately recall multiplication facts (products to 81). [1.14]
	1.3.7	Add and subtract two- and three- digit numbers with and without regrouping. [1.19] Add and subtract decimals using money as a model. [1.22]
	1.3.8	Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations. [1.26] Model addition, subtraction, multiplication, and division in a variety of ways. [1.24] Use mathematical vocabulary and symbols to describe multiplication and division. [1.27]
	Patterns, Functions, and Algebra	2.3.1
2.3.2		Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts. [2.5] Use variables and open sentences to express relationships. [2.6]
2.3.3		Complete number sentences with the appropriate words and symbols (+, -, >, <, =). [2.7]
Measurement	3.3.1	Compare, order, and describe objects by various measurable attributes for area and volume/capacity. [3.3]
	3.3.2	Select and use appropriate units of measure. [3.6] Measure to a required degree of accuracy (to the nearest $\frac{1}{2}$ unit). [3.5]
	3.3.4	Determine possible combinations of coins and bills to equal given amounts. [3.9] Read, write, and use money notation. [3.10] Recognize equivalent relationships between and among bills and coins. [3.11]
	3.3.6	Tell time to the nearest minute, using analog and digital clocks. [3.12] Use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time. [3.13] Recognize that there are 60 minutes in 1 hour. [3.14]
Spatial Relationships, Geometry, and Logic	4.3.1	Describe, sketch, compare, and contrast plane geometric figures. [4.1]
	4.3.6	Identify, draw, and describe horizontal, vertical, and oblique lines. [4.7]
Data Analysis	5.3.1	Pose questions that can be used to guide data collection, organization, and representation. [5.1] Use graphical representations, including number lines, frequency tables, and pictographs to represent data. [5.2]
	5.3.5	Use informal concepts of probability (certain, likely, unlikely, impossible) to make predictions about future events. [5.4]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.