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TABLE OF STANDARDS

The activities in this 3rd grade Thinking Through the Operations book address the following standards.

Where are we going? Focus Standards		Activity
(3.4)	Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:	
3.4A	solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; Readiness Standard	1 , 3 , 4 , 5 , 6 , 11 , 12 , 13
3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems; Supporting Standard	1 , 5 , 6
3.4G	use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties; Supporting Standard	3 , 4 , 8 , 9 , 10 , 12 , 13
3.4K	solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. Readiness Standard	2 , 3 , 4 , 7 , 8 , 9 , 10 , 12 , 13

What kind of mathematical thinking will we use? Process Standards		Activity
(3.1)	Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:	
3.1A	apply mathematics to problems arising in everyday life, society, and the workplace;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
3.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
3.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
3.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
3.1E	create and use representations to organize, record, and communicate mathematical ideas;	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13
3.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	1 , 2 , 3 , 4 , 5 , 6 , 7 , 8 , 9 , 10 , 11 , 12 , 13