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**Start Quick and Ramp It Up!**

3<sup>rd</sup> Grade Algebraic Reasoning: Models, Tables, and Equations

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# TABLE OF STANDARDS

The activities in **3<sup>rd</sup> Grade Algebraic Reasoning: Models, Tables, & Equations** address the following standards.

Where are we going? Focus Standards		Activity
(3.5)	<b>Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:</b>	
3.5A	Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations; <b>Readiness Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a>
3.5B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations; <b>Readiness Standard</b>	<a href="#">5</a> , <a href="#">6</a> , <a href="#">7</a> , <a href="#">8</a>
3.5C	describe a multiplication expression as a comparison such as $3 \times 24$ represents 3 times as much as 24; <b>Supporting Standard</b>	<a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a> , <a href="#">16</a>
3.5D	determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; <b>Supporting Standard</b>	<a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a>
3.5E	represent real-world relationships using number pairs in a table and verbal descriptions. <b>Readiness Standard</b>	<a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a>

How will we get there? Operations Standards		Activity
(3.4)	<b>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:</b>	
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; <b>Readiness Standard</b>	<a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> , <a href="#">4</a>
3.4F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts; <b>Supporting Standard</b>	<a href="#">9</a> , <a href="#">10</a> , <a href="#">11</a> , <a href="#">12</a> , <a href="#">13</a> , <a href="#">14</a> , <a href="#">15</a> , <a href="#">16</a>