

Wyoming Public Schools 3rd Grade Math Essential Standards

Math Essential Standard	Student Friendly Language	Family Friendly Language
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division.	I can quickly multiply and divide numbers up to 100 by using what I know about how multiplication and division are connected.	Your child is learning to multiply and divide within 100 fluently, meaning they can solve these problems quickly and accurately. They use strategies like understanding that multiplication and division are related (for example, if $6 \times 4 = 24$, then $24 \div 6 = 4$) to help them solve problems efficiently. This fluency supports more advanced math skills.
3.OA.8 Solve two-step word problems using the four operations.	I can solve word problems that take two steps and can use adding, subtracting, multiplying, or dividing.	Your child is learning to solve word problems that require two steps to find the answer. These problems may involve any of the four operations—addition, subtraction, multiplication, or division—and may use a combination of them (for example, adding in the first step and dividing in the second). This helps them think through multi-step situations and choose the right operations.
3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	I can quickly add and subtract numbers up to 1,000 by using what I know about hundreds, tens, and ones, and how addition and subtraction are connected.	Your child is learning to fluently add and subtract within 1,000 using strategies and methods based on place value, the rules of operations, and the relationship between addition and subtraction. This means they can solve problems efficiently by breaking numbers into hundreds, tens, and ones, regrouping when needed, and choosing the best strategy for the problem.
3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	I know that a fraction shows equal parts of a whole, like $1/4$ means 1 part when the whole is split into 4 equal parts, and $3/4$ means 3 of those parts.	Your child is learning that fractions represent equal parts of a whole. The bottom number (denominator) tells how many equal parts the whole is split into, and the top number (numerator)

Wyoming Public Schools 3rd Grade Math Essential Standards

		tells how many of those parts are being counted. For example, $\frac{1}{4}$ means one out of four equal parts, and $\frac{3}{4}$ means three of those four parts.
3.NF.2b Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.	I can show a fraction on a number line by marking equal parts from 0, and I know the endpoint shows the fraction.	Your child is learning to show fractions on a number line. They divide the distance from 0 to 1 into equal parts (based on the denominator) and then count those parts to find the fraction (based on the numerator). The endpoint of the counted parts shows the fraction's location on the line. For example, to show $\frac{3}{4}$, they split the line into 4 equal parts and count to the third mark past 0.
3.NF.3b Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	I can find and make fractions that are equal, like $\frac{1}{2}$ is the same as $\frac{2}{4}$, and explain why using a picture.	Your child is learning to recognize and create fractions that are equivalent, meaning they represent the same amount even if they look different. For example, $\frac{1}{2}$ is the same as $\frac{2}{4}$ because both represent the same portion of a whole. They use visual models, like fraction bars or circles, to show and explain why the fractions are equal.
3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size.	I can compare two fractions with the same top number or the same bottom number by thinking about their size.	Your child is learning to compare fractions that have the same numerator (top number) or the same denominator (bottom number). When fractions have the same denominator, they compare the numerators to see which is bigger or smaller. When fractions have the same numerator, they compare the size of the parts—larger parts mean a larger fraction. This helps them understand fraction size and order.
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several	I can make a picture graph or bar graph with a scale to show data, and use it to solve problems like	Your child is learning to create scaled picture graphs and bar graphs to show information in

Wyoming Public Schools 3rd Grade Math Essential Standards

categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.	‘how many more’ or ‘how many less.’”	categories. They also use the graphs to answer one-step and two-step questions, such as figuring out how many more are in one category than another, or how many fewer are in one category. This skill helps them read, understand, and interpret data.
3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	I can find the area of a rectangle by multiplying its length and width, and show my work with a rectangle model.	Your child is learning to solve real-world and math problems by finding the area of rectangles. They multiply the number of units along the length by the number of units along the width. They also learn to show their reasoning by drawing or using a rectangle model to represent the multiplication. This builds understanding of how multiplication relates to area.
3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	I can use tiles to show that a rectangle’s area can be split into two smaller rectangles, and that the total area is the sum of the two areas.	Your child is learning to use tiling and area models to understand the distributive property in math. For example, if a rectangle has one side length of a and the other side length is split into b and c , they can find the area by calculating $a \times b$ and $a \times c$ separately, then adding the two areas together. This shows how multiplication can be broken apart to make problems easier to solve.
3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	I can solve perimeter problems, like finding the distance around a shape, figuring out a missing side, and comparing shapes with the same perimeter or same area.	Your child is learning to solve real-world and math problems involving the perimeter (the distance around a shape) of polygons.