Power Standards

"I can" Checklist for students

Grade 3

☑	Required skills by the end of Grade 3
	I can understand multiplication by thinking about groups of objects (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each)
	I can understand division by thinking about how one group can be divided into smaller groups (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares)
	I can use multiplication and division within 100 to solve word problems
	I can use the commutative and associative property of multiplication
	I can use the distributive property of multiplication
	I can find the answer to a division problem by thinking of the missing factor in a multiplication problem (e.g., I can figure out 32 ÷ 8 = because I know that 8 x 4 =32)
	I can show and understand that fractions are equal parts of a whole
	I can label fractions on a number line because the space between any two numbers can be thought of as a whole
	I can explain in words or pictures how two fractions can sometimes be equal
	I can compare fractions by reasoning about their size
	I can show whole numbers as fractions (3 = 3/1)
	I can recognize fractions that are equal to one whole (1 = 4/4)
	I can tell and write time to the nearest minute
	I can measure time in minutes
	I can solve telling time word problems by adding and subtracting minutes
	I can measure liquids and solids with liters, grams and kilograms
	I can use addition, subtraction, multiplication and division to solve word problems involving mass and volume
	I can area of plane shapes can be measured in square units
	I can measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units)
	I can measure area by using what students know about multiplication and addition

Mathematical Practices for ALL grade levels

☑	I do statement	Mathematical Practice
	I do try different strategies when I get stuck and never quit!	Make sense of problems and persevere in solving them.
	I do think about my answer to see if it makes sense.	Reason abstractly and quantitatively.
	I do explain my thinking using math vocabulary.	Construct viable arguments and critique the reasoning of others.
	I do draw diagrams and pictures that help me solve problems.	Model with mathematics.
	I do use the most appropriate tools (rulers, number lines, ten-frames, calculators, etc.) when solving problems	Use appropriate tools strategically.
	I do check my work when I finish.	Attend to precision.
	I do organize my work to allow myself to make valuable observations.	Look for and make use of structure.
	I do look for patterns and apply these patterns to solve problems.	Look for and express regularity in repeated reasoning.