Name_____School Term_____ STANDARD EE.3.MD.1

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Measurement and Data	**Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects**	**Standard: EE.3.MD.1**

I can differentiate a digital clock from other measurement tools as a tool for telling time.	**Date**										
	DATA										
I can identify which is the hour on a digital clock.	**Date**										
	DATA										
I can tell time to the hour on a digital clock.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.G.2

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Geometry	Cluster: Reason with Shapes and their Attributes	Standard: EE.3.G.2										
I can match shapes.	Date											
	DATA											
I can create shapes.	Date											
	DATA											
I can recognize that shapes can be partitioned into equal areas.	Date											
	DATA											

Name_____School Term_____ STANDARD EE.3.MD.1

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Measurement and Data	**Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects**	**Standard: EE.3.MD.1**

I can differentiate a digital clock from other measurement tools as a tool for telling time.	**Date**										
	DATA										
I can identify which is the hour on a digital clock.	**Date**										
	DATA										
I can tell time to the hour on a digital clock.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.MD.2

Grade 3 Math "I Can" Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Measurement and Data	**Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**	**Standard: EE.3MD.2**

I can determine if an object is a solid and a liquid.	**Date**										
	DATA										
I can select the appropriate tool to measure a solid or a liquid.	**Date**										
	DATA										
I can use a scale to measure weight.	**Date**										
	DATA										
I can use beakers, liquid measuring cups, and other containers to measure liquids.	**Date**										
	DATA										

Name_____**School Term**_____ **STANDARD EE.3.MD.2**

I can identify standard units of measure for mass and liquid.	**Date**										
	DATA										
I can measure liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	**Date**										
	DATA										
	DATA										

Name_____School Term_____ STANDARD EE.3.MD.3

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Measurement and Data	Cluster: Represent and interpret data	Standard: EE.3.MD.3										
I can collect data.	Date											
	DATA											
I can organize data.	Date											
	DATA											
I can use picture or bar graph data to answer questions about data.	Date											
	DATA											
I can count the number of objects in a picture graph.	Date											
	DATA											
I can count the number of units in a bar graph.	Date											
	DATA											

Name_____**School Term**_____ **STANDARD EE.3.MD.3**

I can interpret data to answer questions.	**Date**										
	DATA										
	DATA										

Name_____School Term_____ STANDARD EE.3.MD.4

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Measurement and Data	Cluster: Represent and interpret data	Standard: EE.3.MD4										
I can place a standard measuring tool where one would begin to measure the length of an object.	Date											
	DATA											
I can measure length with non-standard units of measurement (example: use 16 yardsticks to measure the width of the playground).	Date											
	DATA											
I can measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.	Date											
	DATA											
Using a ruler, I can measure the length/height/width of my favorite book/game/pizza box.	Date											
	DATA											
Using a yardstick/meter stick, I can measure the length/width/height of my favorite classroom.	Date											
	DATA											

Name_____**School Term**_____ **STANDARD EE.3.MD.4**

Using a yardstick/meter stick, I can measure the length of the playground.	**Date**										
	DATA										
I can measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks, by repeating the use of the measurement tool/unit.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.NBT.1

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Numbers and Operations in Base Ten	Cluster: Use Place Value Understanding and Properties of Operations to Perform Multi-digit Arithmetic	Standard: EE.3.NBT.1										
I can identify numbers.	Date											
	DATA											
I can identify tens on a number line.	Date											
	DATA											

Name_____School Term_____ STANDARD EE.3.NBT.2

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Numbers and Operations in Base Ten	**Cluster: Use Place Value Understanding and Properties of Operations to Perform Multi-digit Arithmetic**	**Standard: EE.3.NBT.2**										
I can identify more or less.	**Date**											
	DATA											
I can count to 10 using one-to-one correspondence.	**Date**											
	DATA											
I can identify place value to tens.	**Date**											
	DATA											
I can identify place value to 50.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.3.NBT.3

Grade 3 Math "I Can" Statements ☑ Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Numbers and Operations in Base Ten	**Cluster: Use Place Value Understanding and Properties of Operations to Perform Multi-digit Arithmetic**	**Standard: EE.3.NBT.3**										
I can count pennies to 10.	**Date**											
	DATA											
I can identify whole numbers to 10.	**Date**											
	DATA											
I can count by tens using money.	**Date**											
	DATA											
I can compare the value of money based on place value.	**Date**											
	DATA											

Name_____School Term_____ STANDARD EE.3.NF.1-3

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Number and Operations-Fractions	**Cluster: Develop understanding of fractions as numbers.**	**Standard: EE.3.NF.1-3**

I can identify a whole.	**Date**										
	DATA										
I can recognize that fractions are part of a whole.	**Date**										
	DATA										
I can differentiate a fractional part from a whole.	**Date**										
	DATA										
I can identify halves or fourths as related to the whole.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.OA.1-2

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Operations and Algebraic Thinking	**Cluster: Represent and solve problems involving multiplication and division**	**Standard: EE.3.OA.1-2**

I can use repeated addition to find the sum in a rectangular array.	**Date**										
	DATA										
I can use addition to find the total number of objects.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.OA.4

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Operations and Algebraic Thinking	**Cluster: Represent and solve problems involving multiplication and division**	**Standard: EE.3.OA.4**

I can use addition to find the total number of objects in a group.	**Date**										
	DATA										
I can use addition to find the total number of objects to a total of 10.	**Date**										
	DATA										
I can solve addition and subtraction problems with numbers 0-10.	**Date**										
	DATA										
I can solve addition and subtraction problems when any number in the problem is unknown (result, start, change, difference) with numbers to 20.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.OA.7

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Operations and Algebraic Thinking	**Cluster: Multiply and divide within 100**	**Standard: EE.3.OA.7**

I can fluently multiply and divide within 100 using properties, strategies and multiplication chart.	**Date**										
	DATA										
I can with prompting recall multiplication tables 0-9.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.OA.8

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Operations and Algebraic Thinking	**Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic.**	**Standard: EE.3.OA.8**									
I can identify the object(s) that appear in a real world one-step story problem.	**Date**										
	DATA										
I can add to solve word problems identified through the use of symbol representation	**Date**										
	DATA										
I can add to solve real world one-step story problems from 0-30. Represent the problem in pictures or with objects.	**Date**										
	DATA										

Name_____School Term_____ STANDARD EE.3.OA.9

Grade 3 Math "I Can"Statements ☑Checklist

Instructions: These checklists are meant to provide a visual to record progress toward Common Core Standard Skills.

Strand: Operations and Algebraic Thinking	**Cluster: Solve problems involving the four operations, and identify and explain patterns in arithmetic.**	**Standard: EE.3.OA.9**										
I can find arithmetic (number) patterns in addition and subtraction problems.	**Date**											
	DATA											
I can identify arithmetic (number) patterns in addition and subtraction problems.	**Date**											
	DATA											
I can complete a complex arithmetic pattern in addition and subtraction problems.	**Date**											
	DATA											