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| **opportunity for growth** | **performance meets standard of learning (Grade 3)** | **advanced** |
|  | Big Ideas and Content at a glance   * Fractions are a type of number that can represent quantities. * Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. * Regular increases and decreases in patterns can be identified and used to make generalizations. * Standard units are used to describe, measure, and compare attributes of objects’ shapes. * The likelihood of possible outcomes can be examined, compared, and interpreted. * **number concepts to 1000** * **fraction concepts** * **addition and subtraction** to 1000 * addition and subtraction facts to 20 (emerging **computational fluency**) * **multiplication and division** concepts * increasing and decreasing **patterns** * **pattern rules** using words and numbers, based on concrete experiences * one-step addition and subtraction **equations** with an unknown number * measurement, using **standard units** (linear, mass, and capacity) * **time** concepts * construction of **3D shapes** * **one-to-one correspondence** with bar graphs, pictographs, charts, and tables * likelihood of **simulated events**, using comparative language * **financial literacy** — fluency with coins and bills to 100 dollars, and earning and payment |  |
| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . | | |
|  | Reasoning and analyzing   * Use reasoning to explore and make connections * Estimate reasonably * Mental math strategies * Use technology to explore mathematics * Model mathematics in context |  |
|  | Understanding and solving   * Develop mathematical understanding through play, inquiry, and problem solving * Visualize to explore mathematical concepts * Develop and use multiple strategies to engage in problem solving connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures |  |
|  | Communicating and representing   * Communicate mathematical thinking in concrete, pictorial and symbolic forms * Explain and justify mathematical ideas using mathematical vocabulary |  |
|  | **Connecting and Reflecting**   * Reflect on mathematical thinking * Connect mathematical concepts to each other and to other areas and personal interests * Connect to other math, other subjects, and world around us, First Peoples |  |