



## 3rd Grade Bridges Math Reported Targets 2020-2021

3.0 Target	Tri 1	Tri 2	Tri 3
<b>3.OA.1</b> Interpret products of whole numbers, e.g, interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each	X	X	X
<b>3.OA.2</b> Interpret whole-number quotients of whole numbers, e.g, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each		X	
<b>3.OA.3</b> Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities <i>e.g., by using drawings and equations with a symbol for the unknown number to represent the problem</i>		X	
<b>3.NBT.1</b> Use place value understanding to round whole numbers to the nearest 10 or 100		X	
<b>3.NBT.2</b> Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction		X	
<b>3.MD.1.2</b> Measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes		X	
<b>3.OA.7</b> Fluently (mentally) multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, known from memory all products of two 1-digit numbers			X
<b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding			X
<b>3.NF.3</b> Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers			X
<b>3.NF.3d</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions.			X