lead4ward STAAR Vocabulary

Words extracted directly from the standard and/or associated with the instruction of the content within the standard.

READINESS STANDARDS - Grade 3 Math

(3.2) **Number, operation, and quantitative reasoning.** The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects. The student is expected to	
(C) use fraction names and symbols to describe fractional parts of whole objects or sets of objects	Equal, Whole, Set, Fraction, Numerator, Denominator
(3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to	
(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999	Add, Subtract
(3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations. The student is expected to	
(B) solve and record multiplication problems (up to two digits times one digit)	Multiply, Digit, Factor, Product
(C) use models to solve division problems and use number sentences to record the solutions	Model, Divisor, Dividend, Factor
(3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships. The student is expected to	
(B) identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table	Pattern, Related Number Pair, Extend, Table
(3.8) **Geometry and spatial reasoning.** The student uses formal geometric vocabulary. The student is expected to	
(A) identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two-dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary	Face, Base, Vertex, Apex, Polygon, Curved Surface
(3.10) **Geometry and spatial reasoning.** The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships. The student is expected to	
(A) locate and name points on a number line using whole numbers and fractions, including halves and fourths	Number Line, Fraction, Point, Locate
(3.11) **Measurement.** The student directly compares the attributes of length, area, weight/ mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to	
(B) use standard units to find the perimeter of a shape	Perimeter, Length, Unit

READINESS STANDARDS - Grade 3 Math

(3.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to	
(A) collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data	Data, Pictograph, Bar Graph

SUPPORTING STANDARDS - Grade 3 Math

(3.1) **Number, operation, and quantitative reasoning.** The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money. The student is expected to	
(A) use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999	Place value, One, Ten, Hundred, Thousand, Ten thousand, Hundred thousand
(B) use place value to compare and order whole numbers through 9,999	One, Ten, Hundred, Thousand, Greater than, Less than
(C) determine the value of a collection of coins and bills	Dollars, Cents, Value
(3.3) **Number, operation, and quantitative reasoning.** The student adds and subtracts to solve meaningful problems involving whole numbers. The student is expected to	
(A) model addition and subtraction using pictures, words, and numbers	Add, Subtract
(3.4) **Number, operation, and quantitative reasoning.** The student recognizes and solves problems in multiplication and division situations. The student is expected to	
(A) learn and apply multiplication facts through 12 by 12 using [concrete] models [and objects]	Product, Factor, Multiply
(3.5) **Number, operation, and quantitative reasoning.** The student estimates to determine reasonable results. The student is expected to	
(A) round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations	Round, Nearest, Ten, Hundred, Approximate, Reasonable
(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems	Rounding, Compatible numbers, Estimate
(3.6) **Patterns, relationships, and algebraic thinking.** The student uses patterns to solve problems. The student is expected to	
(A) identify and extend whole-number and geometric patterns to make predictions and solve problems	Extend, Predict
(B) identify patterns in multiplication facts using [concrete objects,] pictorial models, [or technology]	Multiply, Model, Multiplication fact
(C) identify patterns in related multiplication and division sentences (fact families) such as 2 3 = 6, 3 2 = 6, 6 ÷ 2 = 3, 6 ÷ 3 = 2	Pattern, Multiplication sentence, Division sentence, Fact family

SUPPORTING STANDARDS - Grade 3 Math

(3.7) **Patterns, relationships, and algebraic thinking.** The student uses lists, tables, and charts to express patterns and relationships. The student is expected to	
(A) generate a table of paired numbers based on a real-life situation such as insects and legs	Table, Paired numbers
(3.9) **Geometry and spatial reasoning.** The student recognizes congruence and symmetry. The student is expected to	
(A) identify congruent two-dimensional figures	Congruent, Two-dimensional figure
(3.9) **Geometry and spatial reasoning.** The student recognizes congruence and symmetry. The student is expected to	
(C) identify lines of symmetry in two-dimensional geometric figures	Symmetry, Line of symmetry, Two dimensional figure
(3.11) **Measurement.** The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass. The student is expected to	
(A) use linear measurement tools to estimate and measure lengths using standard units	Linear measurement, Estimate, Standard unit
(C) use [concrete and] pictorial models of square units to determine the area of two-dimensional surfaces	Model, Square unit, Area, Two-dimensional figure
(3.12) **Measurement.** The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems. The student is expected to	
(A) use linear measurement tools to estimate and measure lengths using standard units	Thermometer, Temperature
(B) tell and write time shown on analog and digital clocks	Analog clock, Digital clock
(3.13) **Probability and statistics.** The student solves problems by collecting, organizing, displaying, and interpreting sets of data. The student is expected to	
(B) interpret information from pictographs and bar graphs	Pictograph, Bar graph
(C) use data to describe events as more likely than, less likely than, or equally likely as	Data, More likely, Less likely, Equally likely