

Illinois Math Common Core Standards

Math Common Core State Standards 3rd Grade

Rounding numbers, adding & subtracting multi-digit numbers, comparing fractions, perimeter, area, data, bar graphs, line plots & more!

ROUNDING NUMBERS 3.NBT.1

You can round whole numbers to the nearest ten or hundred.

Rounding Numbers to the Nearest Ten

Nearest tens are numbers that are multiples of 10. They will always have a 0 in the ones place.

To round to the nearest ten, you need to determine which ten the number is closest to.

EX: Round 18 to the nearest ten.
Look at 18 on a number line:

18 is closer to 20 than it is to 10. Round 18 **up** to 20.

To round to the nearest ten, you can look at the value of the **ones** place.

- If the value of the ones place is 1, 2, 3, or 4, round **down** to the nearest ten.
- If the value of the ones place is 5, 6, 7, 8, or 9, round **up** to the nearest ten.

EX: Round 32 to the nearest ten.
Look at the value of the ones place.
2 is in the ones place of 32. Round 32 **down** to the nearest ten, which is 30.

Rounding Numbers to the Nearest Hundred

Nearest hundreds are numbers that are multiples of 100. They will always have a 0 in both the tens place and the ones place.

To round to the nearest hundred, you need to determine which hundred the number is closest to.

EX: Round 128 to the nearest hundred.
Look at 128 on a number line:

128 is closer to 100 than it is to 200. Round 128 **down** to 100.

To round to the nearest hundred, you can look at the value of the **tens** place.

- If the value of the tens place is 1, 2, 3, or 4, round **down** to the nearest hundred.
- If the value of the tens place is 5, 6, 7, 8, or 9, round **up** to the nearest hundred.

EX: Round 567 to the nearest hundred.
Look at the value of the tens place.
6 is in the tens place of 567. Round 567 **up** to the nearest hundred, which is 600.

Tip! Underline the place value that determines whether you will round up or down.

ADDING & SUBTRACTING MULTI-DIGIT NUMBERS 3.NBT.2

When you add and subtract multi-digit numbers, align the numbers by place value. Then add or subtract beginning with the lowest place.

You may need to regroup values when adding whole numbers.

EX: Add $573 + 288$.

You may need to regroup values when subtracting whole numbers.

EX: Subtract $1,952 - 645$.

You Can Do This!

Sarah collected 1,503 baseball cards. She gave 225 to her brother. How many baseball cards does Sarah have left?

Sarah has 1,278 baseball cards left.

THE RELATIONSHIP BETWEEN MULTIPLICATION & DIVISION 3.OA.7

Just like addition and subtraction are **inverse operations**, multiplication and division are inverse operations. This means they are opposite operations.

You can create multiplication and division **fact families**. A **fact family** will contain two division operations and two multiplication operations with the same three numbers.

EX: What is the fact family of 3, 7, and 21?

$3 \times 7 = 21$
 $7 \times 3 = 21$
 $21 \div 3 = 7$
 $21 \div 7 = 3$

EX: Use your knowledge of multiplication fact families to solve the problem $54 \div 6$.

Since $9 \times 6 = 54$, then $54 \div 6 = 9$.

Ask yourself, "What number times 6 is equal to 54?"

ILLINOIS MATH COMMON CORE STANDARDS ARE A SET OF EDUCATIONAL BENCHMARKS THAT OUTLINE WHAT STUDENTS IN ILLINOIS SHOULD KNOW AND BE ABLE TO DO IN MATHEMATICS AT EACH GRADE LEVEL FROM KINDERGARTEN THROUGH HIGH SCHOOL. THESE STANDARDS ARE PART OF A BROADER EFFORT TO ENSURE THAT STUDENTS ACROSS THE UNITED STATES RECEIVE A CONSISTENT AND HIGH-QUALITY EDUCATION IN MATHEMATICS, PREPARING THEM FOR COLLEGE AND CAREERS IN A RAPIDLY CHANGING WORLD. THIS ARTICLE WILL EXPLORE THE FOUNDATIONS, STRUCTURE, IMPLEMENTATION, AND IMPACT OF THE ILLINOIS MATH COMMON CORE STANDARDS, PROVIDING EDUCATORS, PARENTS, AND STAKEHOLDERS WITH A COMPREHENSIVE UNDERSTANDING OF THEIR SIGNIFICANCE.

UNDERSTANDING THE ILLINOIS MATH COMMON CORE STANDARDS

THE ILLINOIS MATH COMMON CORE STANDARDS WERE ADOPTED IN 2010 AS PART OF THE COMMON CORE STATE STANDARDS INITIATIVE, WHICH AIMED TO CREATE A UNIFIED SET OF EDUCATIONAL STANDARDS ACROSS STATES. THE INITIATIVE WAS DRIVEN BY THE NEED FOR CONSISTENCY IN EDUCATIONAL EXPECTATIONS, PARTICULARLY AS STUDENTS TRANSITION BETWEEN STATES OR MOVE ON TO POST-SECONDARY EDUCATION.

KEY PRINCIPLES OF THE STANDARDS

THE ILLINOIS MATH COMMON CORE STANDARDS ARE GROUNDED IN SEVERAL KEY PRINCIPLES:

1. **FOCUS ON KEY CONCEPTS:** THE STANDARDS EMPHASIZE DEPTH OVER BREADTH, ENCOURAGING A DEEP UNDERSTANDING OF MATHEMATICAL CONCEPTS RATHER THAN A SUPERFICIAL COVERAGE OF MANY TOPICS.
2. **COHERENCE:** THE STANDARDS ARE DESIGNED TO BUILD ON EACH OTHER ACROSS GRADE LEVELS, ENABLING STUDENTS TO CONNECT DIFFERENT MATHEMATICAL CONCEPTS AND SKILLS PROGRESSIVELY.
3. **RIGOR:** THE STANDARDS PROMOTE A BALANCED APPROACH THAT INTEGRATES CONCEPTUAL UNDERSTANDING, PROCEDURAL SKILLS, AND THE APPLICATION OF MATHEMATICS TO REAL-WORLD PROBLEMS.

STRUCTURE OF THE STANDARDS

THE ILLINOIS MATH COMMON CORE STANDARDS ARE STRUCTURED INTO TWO MAIN COMPONENTS: THE STANDARDS FOR MATHEMATICAL PRACTICE AND THE STANDARDS FOR MATHEMATICAL CONTENT.

STANDARDS FOR MATHEMATICAL PRACTICE

THESE STANDARDS OUTLINE THE HABITS OF MIND THAT STUDENTS SHOULD DEVELOP TO BECOME PROFICIENT IN MATHEMATICS. THE EIGHT PRACTICES INCLUDE:

1. **MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM:** STUDENTS ARE ENCOURAGED TO UNDERSTAND THE PROBLEM, DEVISE A PLAN, CARRY OUT THE PLAN, AND REFLECT ON THEIR SOLUTIONS.
2. **REASON ABSTRACTLY AND QUANTITATIVELY:** STUDENTS LEARN TO REPRESENT AND ANALYZE MATHEMATICAL SITUATIONS USING VARIOUS REPRESENTATIONS.
3. **CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS:** EMPHASIS IS PLACED ON THE ABILITY TO COMMUNICATE MATHEMATICAL IDEAS EFFECTIVELY AND TO EVALUATE THE REASONING OF PEERS.
4. **MODEL WITH MATHEMATICS:** STUDENTS ARE ENCOURAGED TO APPLY MATHEMATICS TO SOLVE PROBLEMS IN EVERYDAY LIFE.
5. **USE APPROPRIATE TOOLS STRATEGICALLY:** THE EFFECTIVE USE OF TOOLS SUCH AS CALCULATORS, SOFTWARE, AND PHYSICAL MODELS IS EMPHASIZED.
6. **ATTEND TO PRECISION:** STUDENTS ARE ENCOURAGED TO BE PRECISE IN THEIR CALCULATIONS AND COMMUNICATION.
7. **LOOK FOR AND MAKE USE OF STRUCTURE:** RECOGNIZING PATTERNS AND STRUCTURES IN MATHEMATICS IS A KEY FOCUS.
8. **LOOK FOR AND EXPRESS REGULARITY IN REPEATED REASONING:** STUDENTS ARE ENCOURAGED TO NOTICE AND USE REPEATED CALCULATIONS AND PROCESSES TO FIND SOLUTIONS.

STANDARDS FOR MATHEMATICAL CONTENT

THE CONTENT STANDARDS ARE DIVIDED INTO GRADE LEVELS AND INCLUDE THE FOLLOWING DOMAINS:

- COUNTING AND CARDINALITY (K)
- OPERATIONS AND ALGEBRAIC THINKING (K-5)
- NUMBER AND OPERATIONS IN BASE TEN (K-5)
- NUMBER AND OPERATIONS—FRACTIONS (3-5)

- MEASUREMENT AND DATA (K-5)
- GEOMETRY (K-5)
- RATIOS AND PROPORTIONAL RELATIONSHIPS (6-7)
- THE NUMBER SYSTEM (6-8)
- EXPRESSIONS AND EQUATIONS (6-8)
- FUNCTIONS (8)
- STATISTICS AND PROBABILITY (6-8)
- HIGH SCHOOL STATISTICS AND PROBABILITY (9-12)
- GEOMETRY (9-12)
- ALGEBRA (9-12)

EACH DOMAIN IS DESIGNED TO DEVELOP SPECIFIC SKILLS AND KNOWLEDGE RELEVANT TO THAT AREA, ENSURING A COMPREHENSIVE MATHEMATICAL EDUCATION.

IMPLEMENTATION OF THE STANDARDS

IMPLEMENTING THE ILLINOIS MATH COMMON CORE STANDARDS REQUIRES COLLABORATION AMONG EDUCATORS, ADMINISTRATORS, AND POLICYMAKERS. THE FOLLOWING STEPS OUTLINE THE KEY COMPONENTS OF SUCCESSFUL IMPLEMENTATION:

PROFESSIONAL DEVELOPMENT

EDUCATORS MUST RECEIVE ONGOING PROFESSIONAL DEVELOPMENT TO EFFECTIVELY TEACH THE STANDARDS. THIS INCLUDES:

- WORKSHOPS ON THE CONTENT AND PEDAGOGICAL APPROACHES REQUIRED BY THE STANDARDS.
- COLLABORATIVE PLANNING SESSIONS FOR TEACHERS TO DEVELOP INTERDISCIPLINARY LESSONS.
- ACCESS TO RESOURCES AND TOOLS THAT SUPPORT THE IMPLEMENTATION OF THE STANDARDS.

CURRICULUM ALIGNMENT

SCHOOLS AND DISTRICTS NEED TO ALIGN THEIR CURRICULA WITH THE ILLINOIS MATH COMMON CORE STANDARDS. THIS INVOLVES:

- REVIEWING EXISTING CURRICULA TO IDENTIFY GAPS AND AREAS FOR ENHANCEMENT.
- DEVELOPING OR ADOPTING INSTRUCTIONAL MATERIALS THAT REFLECT THE RIGOR AND COHERENCE OF THE STANDARDS.
- ENSURING ASSESSMENTS ARE ALIGNED WITH THE STANDARDS TO EFFECTIVELY MEASURE STUDENT UNDERSTANDING.

ENGAGING PARENTS AND THE COMMUNITY

ENGAGING PARENTS AND THE BROADER COMMUNITY IS CRUCIAL FOR THE SUCCESSFUL IMPLEMENTATION OF THE STANDARDS. SCHOOLS CAN:

- ORGANIZE WORKSHOPS AND INFORMATIONAL SESSIONS FOR PARENTS TO UNDERSTAND THE STANDARDS AND HOW THEY CAN SUPPORT THEIR CHILDREN'S LEARNING AT HOME.
- FOSTER COMMUNITY PARTNERSHIPS TO PROVIDE ADDITIONAL RESOURCES AND SUPPORT FOR STUDENTS AND FAMILIES.

IMPACT OF THE ILLINOIS MATH COMMON CORE STANDARDS

THE ADOPTION AND IMPLEMENTATION OF THE ILLINOIS MATH COMMON CORE STANDARDS HAVE HAD A SIGNIFICANT IMPACT ON EDUCATION IN THE STATE. SOME KEY OUTCOMES INCLUDE:

IMPROVED STUDENT OUTCOMES

RESEARCH INDICATES THAT STATES IMPLEMENTING COMMON CORE STANDARDS HAVE SEEN IMPROVEMENTS IN STUDENT PERFORMANCE ON ASSESSMENTS. BY FOCUSING ON CRITICAL THINKING AND PROBLEM-SOLVING SKILLS, STUDENTS ARE BETTER PREPARED FOR HIGH SCHOOL, COLLEGE, AND CAREERS.

TEACHER COLLABORATION AND PROFESSIONAL GROWTH

THE STANDARDS HAVE FOSTERED A CULTURE OF COLLABORATION AMONG EDUCATORS, LEADING TO SHARED RESOURCES AND BEST PRACTICES. TEACHERS ARE MORE ENGAGED IN THEIR PROFESSIONAL DEVELOPMENT, LEADING TO IMPROVED INSTRUCTIONAL STRATEGIES.

INCREASED PARENT AWARENESS AND INVOLVEMENT

AS PARENTS BECOME MORE AWARE OF THE STANDARDS, THEY ARE MORE LIKELY TO ENGAGE IN THEIR CHILDREN'S EDUCATION. THIS INCREASED INVOLVEMENT CAN LEAD TO BETTER ACADEMIC OUTCOMES FOR STUDENTS.

CHALLENGES AND CRITICISMS

WHILE THE ILLINOIS MATH COMMON CORE STANDARDS HAVE MANY POSITIVE ASPECTS, THEY ALSO FACE CHALLENGES AND CRITICISMS:

- IMPLEMENTATION VARIABILITY: THE SUCCESS OF THE STANDARDS CAN VARY WIDELY AMONG DISTRICTS, LEADING TO DISPARITIES IN STUDENT EXPERIENCES AND OUTCOMES.
- TESTING PRESSURE: SOME EDUCATORS AND PARENTS EXPRESS CONCERN ABOUT THE EMPHASIS ON STANDARDIZED TESTING, WHICH CAN LEAD TO TEACHING TO THE TEST RATHER THAN FOSTERING A DEEP UNDERSTANDING OF MATHEMATICS.
- RESOURCE ALLOCATION: ADEQUATE RESOURCES AND SUPPORT ARE NECESSARY FOR EFFECTIVE IMPLEMENTATION, AND NOT ALL DISTRICTS HAVE ACCESS TO THE SAME LEVEL OF FUNDING OR PROFESSIONAL DEVELOPMENT.

CONCLUSION

THE ILLINOIS MATH COMMON CORE STANDARDS REPRESENT A SIGNIFICANT STEP TOWARD ENSURING THAT ALL STUDENTS RECEIVE A HIGH-QUALITY MATHEMATICS EDUCATION. BY FOCUSING ON KEY CONCEPTS, COHERENCE, AND RIGOR, THESE STANDARDS AIM TO PREPARE STUDENTS FOR FUTURE SUCCESS IN A COMPLEX WORLD. WHILE CHALLENGES REMAIN IN IMPLEMENTATION AND ASSESSMENT, THE ONGOING COMMITMENT OF EDUCATORS, POLICYMAKERS, AND COMMUNITIES WILL BE CRUCIAL IN REALIZING THE FULL POTENTIAL OF THESE STANDARDS. AS ILLINOIS CONTINUES TO NAVIGATE THE EVOLVING LANDSCAPE OF EDUCATION, THE FOUNDATIONAL PRINCIPLES OF THE ILLINOIS MATH COMMON CORE STANDARDS WILL PLAY A VITAL ROLE IN SHAPING THE FUTURE OF MATHEMATICS EDUCATION IN THE STATE.

FREQUENTLY ASKED QUESTIONS

WHAT ARE THE ILLINOIS MATH COMMON CORE STANDARDS?

THE ILLINOIS MATH COMMON CORE STANDARDS ARE A SET OF EDUCATIONAL GUIDELINES DESIGNED TO ENSURE THAT STUDENTS DEVELOP A STRONG FOUNDATION IN MATHEMATICS FROM EARLY CHILDHOOD THROUGH HIGH SCHOOL, EMPHASIZING PROBLEM-SOLVING, CRITICAL THINKING, AND REAL-WORLD APPLICATION.

HOW DO THE ILLINOIS MATH COMMON CORE STANDARDS DIFFER FROM PREVIOUS STANDARDS?

THE ILLINOIS MATH COMMON CORE STANDARDS FOCUS MORE ON CONCEPTUAL UNDERSTANDING AND APPLICATION OF MATHEMATICAL CONCEPTS, RATHER THAN JUST MEMORIZATION OF PROCEDURES. THEY ALSO PROMOTE DEEPER LEARNING AND INTEGRATION OF SKILLS ACROSS DIFFERENT AREAS OF MATHEMATICS.

WHAT GRADE LEVELS ARE AFFECTED BY THE ILLINOIS MATH COMMON CORE STANDARDS?

THE ILLINOIS MATH COMMON CORE STANDARDS APPLY TO ALL GRADE LEVELS FROM KINDERGARTEN THROUGH 12TH GRADE, ENSURING A COHESIVE AND PROGRESSIVE LEARNING EXPERIENCE IN MATHEMATICS THROUGHOUT A STUDENT'S EDUCATION.

HOW ARE TEACHERS SUPPORTED IN IMPLEMENTING THE ILLINOIS MATH COMMON CORE STANDARDS?

TEACHERS RECEIVE TRAINING AND RESOURCES THROUGH PROFESSIONAL DEVELOPMENT PROGRAMS, ACCESS TO CURRICULUM MATERIALS ALIGNED WITH THE STANDARDS, AND COLLABORATION OPPORTUNITIES WITH COLLEAGUES TO SHARE BEST PRACTICES AND STRATEGIES FOR EFFECTIVE TEACHING.

WHAT ROLE DO PARENTS PLAY IN SUPPORTING THE ILLINOIS MATH COMMON CORE STANDARDS?

PARENTS CAN SUPPORT THE ILLINOIS MATH COMMON CORE STANDARDS BY ENGAGING IN THEIR CHILD'S LEARNING, UNDERSTANDING THE STANDARDS' GOALS, ASSISTING WITH HOMEWORK, AND ENCOURAGING A POSITIVE ATTITUDE TOWARDS MATH THROUGH EVERYDAY ACTIVITIES THAT INCORPORATE MATHEMATICAL THINKING.

ARE THERE ASSESSMENTS ALIGNED WITH THE ILLINOIS MATH COMMON CORE STANDARDS?

YES, ILLINOIS ADMINISTERS STANDARDIZED ASSESSMENTS THAT ARE ALIGNED WITH THE ILLINOIS MATH COMMON CORE STANDARDS, WHICH MEASURE STUDENTS' UNDERSTANDING AND APPLICATION OF MATHEMATICAL CONCEPTS AND SKILLS AT VARIOUS GRADE LEVELS.

WHAT ARE SOME KEY MATHEMATICAL PRACTICES EMPHASIZED IN THE ILLINOIS MATH COMMON CORE STANDARDS?

KEY MATHEMATICAL PRACTICES INCLUDE PROBLEM-SOLVING, REASONING AND PROOF, COMMUNICATION, MAKING CONNECTIONS, AND REPRESENTATION. THESE PRACTICES ENCOURAGE STUDENTS TO THINK CRITICALLY AND APPLY THEIR MATHEMATICAL KNOWLEDGE IN VARIOUS CONTEXTS.

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Illinois - Wikipedia

Illinois (/ ˌɪlˈnɔɪ / ⓘ IL-ih-NOY) is a state in the Midwestern region of the United States. It borders Lake Michigan to its northeast, the Mississippi River to its west, and the Wabash and Ohio rivers to its south.

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Illinois

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Blank Outline Maps: Find printable blank map of the State of Illinois , without names, so you can quiz yourself on important locations, abbreviations, or state capital.

What Is Illinois Known For? (15 Things It's Famous For)

Illinois is known for its main city Chicago, its soybean production, and its many nuclear plants. This state is also known as the land of Lincoln and the world's first skyscraper was built here. Illinois is home to Metropolis, Superman's hometown, and Morton, the world's pumpkin capital.

Map of Illinois with cities and towns - Ontheworldmap.com

This map shows cities, towns, counties, interstate highways, U.S. highways, state highways, main roads and secondary roads in Illinois. You may download, print or use the above map for educational, personal and non-commercial purposes. Attribution is required.

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