

Grade 3

Students demonstrate increasingly complex understanding of number sense.

Operations and Algebraic Thinking

- 4** Solve addition and subtraction problems when result is unknown, limited to operands and results within 20. [EE.3.OA.4](#)
 - H** The student can solve addition and subtraction problems with sums and differences 0 to 20. [EE.3.OA.H.4](#)
 - M** The student can solve addition and subtraction with sums and differences within 10. [EE.3.OA.M.4](#)
 - L** The student can recognize numbers 1-5 when compared with non-numeric symbols or objects. [EE.3.OA.L.4](#)

Number and Operations in Base 10

- 1** Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30. [EE.3.NBT.1](#)
- 2** Demonstrate understanding of place value to tens. [EE.3.NBT.2](#)
 - H** The student can identify correct representations of whole numbers to 50 using models, such as base 10 blocks, coins, etc. [EE.3.NBT.H.2](#)
 - M** The student can identify decade numbers to 50 (10, 20, 30, 40, 50) represented with models or concrete objects. [EE.3.NBT.M.2](#)
 - L** The student can differentiate between more and less when given two sets of objects with extreme differences. [EE.3.NBT.L.2](#)
- 3** Count by tens using models such as objects, base ten blocks, or money. [EE.3.NBT.3](#)
 - H** The student can count by tens to 100 using objects, base ten blocks or money. [EE.3.NBT.H.3](#)
 - M** The student can count by tens to 50 using base ten blocks or money. [EE.3.NBT.M.3](#)
 - L** The student can identify a single group of ten (using objects or a model) when compared with another quantity that is limited to no more than 5. [EE.3.NBT.L.3](#)

Number and Operations - Fractions

3 Differentiate a fractional part from a whole. [EE.3.NF.1-3](#)

H The student can use a model to identify a given unit fraction (limited to one-half and one-fourth). [EE.3.NF.H.1-3](#)

M The student can use a model or concrete objects to identify a whole object or one-half of an object. [EE.3.NF.M.1-3](#)

L The student can differentiate between a whole object and some of an object. [EE.3.NF.L.1-3](#)

Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Geometry

1 Describe attributes of two-dimensional shapes. [EE.3.G.1](#)

H The student can describe the attributes (i.e., number of sides, corners, angles) of common two-dimensional shapes. [EE.3.G.H.1](#)

M The student can identify a side or an angle in a common two-dimensional shape. [EE.3.G.M.1](#)

L The student can identify a circle, a square, and a triangle. [EE.3.G.L.1](#)

2 Recognize that shapes can be partitioned into equal areas. [EE.3.G.2](#)

H The student can identify shapes that can be partitioned into equal parts when provided with a visual model (limited to halves, thirds, and fourths). [EE.3.G.H.2](#)

M The student can identify shapes that are divided equally when given a visual model (limited to halves and fourths). [EE.3.G.M.2](#)

L The student can recognize one-half of a shape. [EE.3.G.L.2](#)

Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Using Measurement and Data

1 Tell time to the hour on a digital clock. [EE.3.MD.1](#)

H The student can tell time to the hour on a digital clock. [EE.3.MD.H.1](#)

M The student can identify the hour on a digital clock. [EE.3.MD.M.1](#)

L The student can recognize that a clock is used to measure time. [EE.3.MD.L.1](#)

2 Identify the appropriate measurement tool to solve one-step word problems involving mass and volume. [EE.3.MD.2](#)

H The student can identify tools used to measure mass (scale) and/or volume (measuring cups). [EE.3.MD.H.2](#)

M The student can identify tools used to measure mass (scale) and volume (measuring cups). [EE.3.MD.M.2](#)

L The student can identify a tool used to measure a solid (i.e., scale or ruler) when presented within a context where the appropriate measurement tool is needed. [EE.3.MD.L.2](#)

- 3 Use picture or bar graph data to answer questions about data. **EE.3.MD.3**
 - H The student can use a bar graph or a simple pictograph to answer questions about data. **EE.3.MD.H.3**
 - M The student can organize data using pictures or concrete objects that can be collected and sorted (maximum of 10 objects and 1 attribute). **EE.3.MD.M.3**
 - L The student can identify 2 objects that share a common attribute when presented within a context. **EE.3.MD.L.3**
- 4 Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks. **EE.3.MD.4**
 - H The student can use a ruler to measure length to the nearest whole unit. **EE.3.MD.H.4**
 - M The student can identify the length of an object measured using informal (nonstandard) units. **EE.3.MD.M.4**
 - L The student can identify the object that is longer or shorter when presented with objects that have extreme differences in length. **EE.3.MD.L.4**

Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Problem Solving

- 1-2 Use repeated addition to find the total number of objects and determine the sum. **EE.3.OA.1-2**
 - H The student can use repeated addition (using the same number) to find a sum up to 20. **EE.3.OA.H.1-2**
 - M The student can add equal groups of objects to find the sum of objects to 10. **EE.3.OA.M.1-2**
 - L The student can distinguish between more and less (fewer). **EE.3.OA.L.1-2**
- 8 Solve one-step real-world problems using addition or subtraction within 20. **EE.3.OA.8**
 - H The student can solve one-step real world problems using addition or subtraction with sums and differences within 20. **EE.3.OA.H.8**
 - M The student can solve one-step real world problems using addition or subtraction with sums/differences within 10. **EE.3.OA.M.8**
 - L The student can solve one-step real world problems using counting with quantities up to 5. **EE.3.OA.L.8**
- 9 Identify arithmetic patterns. **EE.3.OA.9**
 - H The student can create, describe and extend simple number patterns. **EE.3.OA.H.9**
 - M The student can create, describe, and/or extend simple number patterns or patterns involving objects or symbols. **EE.3.OA.M.9**
 - L The student can recognize same or different within a simple pattern involving objects or symbols. **EE.3.OA.L.9**