

Grade 3

Number, Number Sense, Computation, and Estimation

1 Match number names to numerals from 0 through 20. M-3.1

2 Identify the closest number above or below a given number from 0 through 20. M-3.2

3 Compare whole numbers from 0 through 20. M-3.3

CC. Whole numbers 0 through 20 could be compared with the words “smaller,” “larger,” “same,” or with the symbols $<$, $=$, $>$. M-3.3.CC

4 Identify and match representations of one half for numbers 2 through 20. M-3.4

CC. Representations could include simple pictures, diagrams, models, or other representations for even whole numbers from 0 through 20. M-3.4.CC

5 Add and subtract whole numbers from 0 through 20. M-3.5

CC. Sums for addition problems will not exceed 20. M-3.5.CC

6 Solve one-step word problems using addition and subtraction. M-3.6

CC. Given a context, numbers from 0 to 20 could be added, with their sum not to exceed 20. Whole numbers from 0 through 10 could be subtracted. M-3.6.CC

7 Identify a product of two whole numbers where one number is 5 or less and the other number is 4 or less. M-3.7

Measurement and Geometry

8 Match and count coins through 25 cents. M-3.8

CC. Complexity ranges from matching pennies, nickels, dimes, and quarters to their values to counting the value of a set of coins with a total value of 25 cents or less. M-3.8.CC

9 Compare length using simple terms: same, shorter, longer. M-3.9

CC. Comparisons could include simple pictures, diagrams, models, or representations that are the same length or 1 to 5 units apart. M-3.9.CC

10 Compare volume using simple terms: same, more, less, larger, smaller. M-3.10

CC. Comparisons could include simple pictures, diagrams, models, or representations that are visibly or measurably the same or different volumes. M-3.10.CC

11 Determine perimeter of equilateral triangles and squares. M-3.11

CC. Equilateral triangles or squares with sides that have lengths from 1 to 5 units could be included. [M-3.11.CC](#)

12 Determine the area of squares and rectangles. [M-3.12](#)

CC. Squares and rectangles with areas of 4 unit squares up to 16 unit squares could be included. [M-3.12.CC](#)

13 Tell time in whole hour increments using a digital clock, including with context. [M-3.13](#)

CC. Times could be on the hour, in a.m. or p.m., and the terms noon and midnight could be included. Contexts will relate the time to an appropriate activity. [M-3.13.CC](#)

14 Use attributes of circles, triangles, and squares to identify shapes. [M-3.14](#)

CC. Circles, triangles, and squares could be presented in simple pictures, diagrams, models, or representations. [M-3.14.CC](#)

15 Identify figures that are the same size and shape. [M-3.15](#)

CC. Circles of the same size, squares and triangles with the same size and orientation, and squares and triangles with same size and different orientations could be presented. [M-3.15.CC](#)

**Probability, Statistics,
Patterns, Functions, and
Algebra**

16 Compare categories represented in picture graphs using simple terms: same, more, less. [M-3.16](#)

CC. Categories could be presented for comparison that range from having the same amounts to having significantly different or slightly different amounts. [M-3.16.CC](#)

17 Perform basic counting operations including skip counting by 2s and 5s. [M-3.17](#)

CC. Counting could range from 1 through 20 with simple pictures, diagrams, models, or representations. Skip counting could be by 2s or 5s through 20 and could include finding a missing number or extending a pattern. [M-3.17.CC](#)