### Gr3 Number System

<table>
<thead>
<tr>
<th>MA 3.1.1</th>
<th>Students will represent and show relationships among positive rational numbers within the base-ten number system.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA 3.1.1.e</strong></td>
<td>General Demonstrate multiple equivalent representations for numbers up to 10,000. Extended <strong>Identify representations of whole numbers 0-10</strong></td>
</tr>
<tr>
<td><strong>MA 3.1.1.g</strong></td>
<td>General Compare and order whole numbers through the thousands. Extended <strong>Compare and order whole numbers 0-10</strong></td>
</tr>
<tr>
<td><strong>MA 3.1.1.h</strong></td>
<td>General Use visual models to represent fractions of halves, thirds, and fourths as parts of a whole and parts of a set. Extended <strong>Use models to represent halves as parts of a whole and parts of a set</strong></td>
</tr>
<tr>
<td><strong>MA 3.1.1.i</strong></td>
<td>General Round a given number to tens or hundreds. Extended <strong>Recognize basic numerical concepts of closer and farther</strong></td>
</tr>
</tbody>
</table>

### Gr3 Operations

<table>
<thead>
<tr>
<th>MA 3.1.2</th>
<th>Students will demonstrate the meaning of multiplication and division with whole numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MA 3.1.2.a</strong></td>
<td>General Represent multiplication as repeated addition using objects, drawings, words, and symbols. Extended <strong>Represent a number up to 10 in equal sized groups</strong></td>
</tr>
<tr>
<td><strong>MA 3.1.2.d</strong></td>
<td>General Use drawings, words, and symbols to explain the meaning of multiplication using an array. Extended <strong>Use drawings, words, and symbols to explain the meaning of multiplication</strong></td>
</tr>
</tbody>
</table>

### Gr3 Characteristics

| MA 3.2.1 | Students will identify characteristics and describe properties of two dimensional shapes and three-dimensional objects. |
| **MA 3.2.1.a** | General Identify the number of sides, angles, and vertices of two-dimensional shapes | 3 | 0-1 | 0-1 | 0-2 | 0 | 1-2 |
| Gr3 Coordinate Geometry | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |
| MA 3.2.2 Students will identify distances on a number line. | | | | | | |
| **MA 3.2.2.b** | General Determine the distance between two whole number points on a number line | 3 | 0-1 | 0-1 | 0-2 | 0 | 1-2 |
| Gr3 Measurement | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |
| MA 3.2.5 Students will apply appropriate procedures and tools to determine measurements using customary and metric units. | | | | | | |
| **MA 3.2.5.e** | General Identify the appropriate customary unit for measuring length, weight, and capacity/volume | 3 | 0-1 | 0-1 | 0-1 | 0 | 1-2 |
| Gr3 Measurement | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |
| MA 3.2.5.g | General Compare and order objects according to length using centimeters and meters | 4 | 0 | 0 | 0-2 | 0-2 | 1-3 |
| Gr3 Measurement | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |
| MA 3.3.1 Students will represent relationships. | | | | | | |
| **MA 3.3.1.a** | General Identify, describe, and extend numeric and non-numeric patterns | 4 | 0 | 0-1 | 0-2 | 0-2 | 1-2 |
| Gr3 Relationships | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |
| MA 3.3.2 Students will create and use models to represent mathematical situations. | | | | | | |
| **MA 3.3.2.a** | General Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols | 4 | 0 | 0-2 | 0-3 | 0-2 | 1-3 |
| Gr3 Modeling in Context | Highest DOK Stage Tested | Stage 1 | Stage 2 | Stage 3 | Stage 4 | Item Totals |

**ALGEBRAIC CONCEPTS**
<table>
<thead>
<tr>
<th>Gr3 Procedures</th>
<th>Highest DOK</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 3.3.3 Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>MA 3.3.3.b</strong> General Solve simple one-step whole number equations involving addition and subtraction</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0-2</td>
<td>0-2</td>
<td>1-2</td>
</tr>
<tr>
<td>Extended Solve simple one-step single digit equations involving addition and subtraction with sums and differences 0-9</td>
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</tr>
</tbody>
</table>

### DATA ANALYSIS/PROBABILITY CONCEPTS

<table>
<thead>
<tr>
<th>Gr3 Display and Analysis</th>
<th>Highest DOK</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
<th>Item Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA 3.4.1 Students will organize, display, compare, and interpret data.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>MA 3.4.1.a</strong> General Represent data using horizontal and vertical bar graphs</td>
<td>4</td>
<td>0</td>
<td>0-1</td>
<td>0-3</td>
<td>0-2</td>
<td>1-3</td>
</tr>
<tr>
<td>Extended Represent data using vertical bar graphs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MA 3.4.1.c</strong> General Interpret data using horizontal and vertical bar graphs</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0-2</td>
<td>0-2</td>
<td>1-3</td>
</tr>
<tr>
<td>Extended Interpret data on vertical bar graphs</td>
<td></td>
<td></td>
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</tbody>
</table>