

***Grade 3  
Math  
GLEs Color Coded***

**GLE content to be taught and *tested* in Grade 3 Math in 2012-13 and 2013-14**

GLE #	Grade-Level Expectation Text	Aligned CCSS #
M.3.2	Read, write, compare, and order whole numbers through 9999 using symbols (i.e., <, =, >) and models	Retained <sup>1</sup>
M.3.3	Use region and set models and symbols to represent, estimate, read, write, and show understanding of fractions through tenths	3.NF.1 3.G.2
M.3.4	Use the concepts of associative and commutative properties of multiplication to simplify computations	3.OA.5
M.3.5	Recognize and model multiplication as a rectangular array or as repeated addition	3.OA.3 3.MD.7
M.3.6	Recognize and model division as separating quantities into equal subsets (fair shares) or as repeated subtraction	3.OA.3
M.3.7	Recognize and apply multiplication and division as inverse operations	3.OA.6
M.3.8	Recognize, select, connect, and use operations, operational words, and symbols (i.e., +, -, x, ÷) to solve real-life situations	3.OA.1 3.OA.2 3.OA.3
M.3.9	Know basic multiplication and division facts [0s, 1s, 2s, 5s, 9s, and turn-arounds (commutative facts), including multiplying by 10s]	3.NBT.3 3.OA.7
M.3.10	Calculate the value of a combination of bills and coins and make change up to \$5.00	Retained <sup>1</sup>
M.3.11	Add and subtract numbers of 3 digits or less	3.NBT.2
M.3.12	Round to the nearest 1000 and identify situations in which such rounding is appropriate	3.NBT.1
M.3.13	Determine when and how to estimate, and when and how to use mental math, calculators, or paper/pencil strategies to solve addition and subtraction problems	3.OA.8
M.3.15	Use objects, pictures, numbers, symbols, and words to represent multiplication and division problem situations	3.OA.3
M.3.16	Use number sentences to represent real-life problems involving multiplication and division	3.OA.3
M.3.18	Use letters as variables in mathematical statements that represent real-life problems (e.g., $2 \times n = 8$ )	3.OA.3 3.OA.8
M.3.19	Measure length to the nearest yard, meter, and half-inch	3.MD.4
M.3.21	Measure weight using grams and ounces	3.MD.2
M.3.22	Find the perimeter of a geometric shape given the length of its sides	3.MD.8

<sup>1</sup> This GLE was moved to another grade but will be taught and tested in this grade to decrease the possibility that the transition will create curricular gaps.

**GLE content to be taught and *tested* in Grade 3 Math in 2012-13 and 2013-14**

GLE #	Grade-Level Expectation Text	Aligned CCSS #
M.3.23	Find the area in square units of a given rectangle (including squares) drawn on a grid or by covering the region with square tiles	3.MD.5 3.MD.6 3.MD.7
M.3.24	Find elapsed time involving hours and minutes, without regrouping, and tell time to the nearest minute	3.MD.1
M.3.25	Select and use the appropriate standard units of measure, abbreviations, and tools to measure length and perimeter (i.e., in., cm, ft., yd., m), area (square inch, square centimeter), capacity (i.e., cup, pint, quart, gallon, liter), and weight/mass (i.e., oz., lb., g, kg, ton)	3.MD.2
M.3.29	Classify and describe 2- and 3-dimensional objects according to given attributes (triangle vs. quadrilateral, parallelogram vs. prism)	3.G.1
M.3.33	Construct and draw rectangles (including squares) with given dimensions (e.g., grid paper, square tiles)	3.MD.8
M.3.42	Match a data set to a graph, table, or chart and vice versa	3.MD.3 3.MD.4
M.3.43	Represent and solve problems using data from a variety of sources (e.g., tables, graphs, maps, advertisements)	3.MD.2 3.MD.3
M.3.46	Identify and model even and odd numbers with objects, pictures, and words	3.OA.9
M.3.47	Find patterns to complete tables, state the rule governing the shift between successive terms, and continue the pattern (including growing patterns)	3.OA.9

**CCSS and extended CCSS content (highlighted) taught but **not tested** in 2012-13 and 2013-14**

CCSS#	Common Core State Standard Text	Year to be Implemented
3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> <sup>2</sup>	2012-13
3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	2012-13
3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	2012-13
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	2012-13
3.NF.1	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by $a$ parts of size $\frac{1}{b}$ .	2012-13
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	2012-13
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	2012-13
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2012-13
3.OA.5	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)	2012-13
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 \times ? = 48</math>, <math>5 = \_ \div 3</math>, <math>6 \times 6 = ?</math>.</i>	2013-14

<sup>2</sup> The highlighted CCSS match GLEs, but the highlighted CCSS content goes beyond the GLEs and will be added to the curriculum in the year shown.

**Underlined** – Will be moved to another grade, but will be taught and tested in this grade to decrease possibility of gaps

**Grayed Out - GLEs not incorporated until 2013 – 2014**

**Multiplication and Division** – 36% of iLEAP (GLE #s: 4,5,6,7,9,15,16,18)

**Number** – 44% of iLEAP (GLE #s: 2,3,8,10,11,12,13,46,47)

**Measurement, Data, and Geometry** – 20% of iLEAP (GLE #s: 19,21,22,23,24,25,29,33,42,43)

**Not Tested Until 2014 – 2015**

W – Writing Standards

SL – Speaking and Listening Standards

L – Language Standards

**2012-2013 and 2013 – 2014 Third Grade Math Transitional Curriculum Map**