

DC CAS-Alt

Entry Points – Grade 3

ELA

Common Core Crosswalk with DC CAS-Alt Entry Points

August 2012

ELA	Third Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Language Development	3.LD-V.8 Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they change the meaning of roots.	Understand prefixes and suffixes and how they change the definition of root words.	<ul style="list-style-type: none"> ◆ Identify letters in a prefix or suffix Highlight prefixes or suffixes in a word. 	<ul style="list-style-type: none"> ◆ Create a word list of, suffixes and their definitions . ◆ Match a prefix with its definition. ◆ Define root word in unfamiliar words. 	<ul style="list-style-type: none"> ◆ Use word cards of suffixes or prefixes to form new words. ◆ Match a suffix and root word to its meaning. 	Reading: Foundational Skills	<p>3.R.F.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3.R.F.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>3.R.F.3.b Decode words with common Latin suffixes.</p>
Language Development	3.LD-V.12. Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings.	Define words using context cues.	<ul style="list-style-type: none"> ◆ Match words with multiple meanings to various pictures or words illustrating those meanings. ◆ Locate and/or cut out three words/ pictures with multiple meanings from a newspaper, magazine, comic strip, student generated pictures etc. 	<ul style="list-style-type: none"> ◆ Identify words that have multiple meanings. ◆ Use multiple meaning words to complete a sentence. ◆ Name the part of speech of each multiple meaning word. ◆ Use reference books (including student generated dictionary/thesaurus, etc) to locate each word/picture from a list of multiple meaning words. 	<ul style="list-style-type: none"> ◆ Select correct picture definition among multiple meaning words, that completes a given sentence correctly. ◆ Demonstrate how multiple meaning words change the meaning of a sentence by using words or pictures (saw, well, foot, love). 	Language	2.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

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DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Literary Text	3.LT-U.4. Use story details and prior knowledge to understand ideas that are not directly stated in the text.	Make simple inferences using story details and prior knowledge.	<ul style="list-style-type: none"> ◆ Identify story details. ◆ Identify main characters. ◆ Recall through written or pictorial representation previous personal experiences or events related to the text. 	<ul style="list-style-type: none"> ◆ Match story details to pictures of events. ◆ Describe or demonstrate a personal experience similar to the story. 	<ul style="list-style-type: none"> ◆ Answer simple inference questions about the story using prior knowledge (e.g., choose whether the main character will be happy or sad about a hypothetical event). ◆ Using a chart with story details the student will determine how the character would feel in each instance (e.g., happy or sad). ◆ Listing known information prior to reading a story (e.g., look at all of the pictures of the story and state what you know/think). 	Reading: Literature	<p>1.R.L.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>2.R.L.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>
Literary Text	3.LT-F.8. Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	Analyze how events in a text lead to a problem or solution.	<ul style="list-style-type: none"> ◆ Answer questions of who, what, where, when, or how. ◆ Recognize that events have causes in a text. ◆ Identify elements of a story (using pictures, objects, or words). 	<ul style="list-style-type: none"> ◆ Define the terms plot, character, or setting. ◆ Sequence major events of the story. ◆ Categorize characters by those who were a part of the problem and those who were not a part of the problem. ◆ Identify critical details, facts, key events, and/or people involved in a story or read aloud. ◆ Identify and describe the plot, characters, or setting (using pictures, objects, or words). ◆ Create a detailed character description of the main character from the story. 	<ul style="list-style-type: none"> ◆ Match events of a story with a problem (cause and effect). ◆ Compare how two characters would solve a problem differently (e.g., given pictures representing two characters and pictures representing three possible solutions, correctly match which character would develop which solution and one detail explaining why). ◆ Classify events as a leading to or not leading to a solution. 	Reading: Literature	3.R.L.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELA	Third Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Informational Text	3.IT-E.1. Identify the purpose or main point and supporting details in text.	Identify purpose or main point and supporting details.	<ul style="list-style-type: none"> ◆ Answer who or what questions in informational text. ◆ Name/locate the characters. ◆ Identify (using pictures) where the story takes place. 	<ul style="list-style-type: none"> ◆ Identify critical details, facts, key events, and/or people involved in an informational text. ◆ Identify main point. ◆ Identify the purpose. 	<ul style="list-style-type: none"> ◆ Identify the purpose and supporting details of informational text. ◆ Identify the main point and supporting details of informational text. 	Reading: Informational Text	3.R.I.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
Informational Text	3.IT-E.3. Distinguish cause from effect.	Distinguish cause from effect.	<ul style="list-style-type: none"> ◆ Identify the first event in informational text. ◆ Explain, using words or pictures, what the cause is of a given situation from a text. ◆ Explain using words or pictures, what the effect is of a given situation from a text. 	<ul style="list-style-type: none"> ◆ Sequence events in informational text. ◆ Classify sentences/pictures to show cause or effect. 	<ul style="list-style-type: none"> ◆ Categorize events as cause or effect in informational text. ◆ Match simple cause and effect pictures/concepts in informational text. ◆ Given a specific event, list or match possible effects. 	Reading: Informational Text	3.R.I.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Informational Text	3.IT-E.4. Identify and use knowledge of common textual features (e.g., title, headings, table of contents, glossary, captions) to make predictions about content.	Apply knowledge of textual features to make predictions.	<ul style="list-style-type: none"> ◆ Identify the title in informational text. ◆ Identify table of contents in informational text. ◆ Identify letters in the title of informational text . 	<ul style="list-style-type: none"> ◆ Match a caption to a picture in informational text. ◆ Match a picture to a section of the informational text. 	<ul style="list-style-type: none"> ◆ Given an illustration and the title of a text, predict what the text will be about. ◆ Based on the title, predict which informational text will help to find information. ◆ Predict, with clues and picture provided by the teacher, which event will occur next. 	Reading: Informational Text	1.R.I.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

ELA	Third Grade						
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point More Complex	Entry Point Most Complex	CC Strand	CC Matched Standard
Informational Text	3.IT-E.5. Form questions about text and locate facts in response to those questions.	Apply knowledge of informational text by forming and answering questions and locating facts.	<ul style="list-style-type: none"> ◆ Identify letters/words in an informational text. ◆ Match picture to section of narrative. 	<ul style="list-style-type: none"> ◆ Answer who/what questions about informational text. ◆ Answer a question by choosing an appropriate picture or word from the text. ◆ Locate facts in text to answer questions. ◆ Answer questions developed by classmates or teacher about informational text. ◆ Ask questions about a text read aloud (e.g., by pointing to the appropriate response). 	<ul style="list-style-type: none"> ◆ Form questions that can be answered from specific informational text and locate the facts in response to those questions. ◆ Given informational text the student will choose from a list of questions that would relate to the topic and find the answer in a text. 	Reading: Informational Text	3.R.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Informational Text	3.IT-DP.6. Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text.	Identify information on graphic representations of informational text.	<ul style="list-style-type: none"> ◆ Locate common signs, symbols, or pictures in the environment. ◆ Identify basic sight words in graphic representations within informational text (Dolch, Edmark). ◆ Match pictures with written and graphic symbols. 	<ul style="list-style-type: none"> ◆ Identify graphic representations (charts, maps, timelines). ◆ Identify basic sight words in graphic representations within informational text (Dolch, Edmark). 	<ul style="list-style-type: none"> ◆ Answer questions about informational text using graphic representations. ◆ Identify words in graphic representations within informational text (Metro stops). ◆ Identify information in informational text (e.g., map of Washington, DC locate a monument). 	Reading: Informational Text	2.R.1.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Informational Text	3.IT-DP.7. Use information from text and text features to determine the sequence of activities needed to carry out a procedure.	Apply knowledge of text and text features to complete an activity.	<ul style="list-style-type: none"> ◆ Follow a set of oral directions to complete a task. ◆ Identify letters/words in a set of directions. 	<ul style="list-style-type: none"> ◆ Order a series of tasks needed to complete an activity. ◆ Sequence events from informational text to complete an activity. 	<ul style="list-style-type: none"> ◆ Follow a set of written/pictorial directions to complete a task. ◆ Carry out a step by step set of instructions from informational text to complete a specific task. ◆ Complete an activity using text features (e.g. numbering pages, sequencing pictures, etc.) . 	Reading: Informational Text	3.R.1.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

DC CAS-Alt

CONTENT Reading/ELA

STRAND Language Development

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Language Development	3LD-V8	Identify the meaning of common prefixes and suffixes (e.g., un-, re-, in-, dis-, -ful, -ly, -less), and know how they changed the meaning of roots (e.g., happy/unhappy, tell/retell).	<ul style="list-style-type: none"> ◆ Understand prefixes and suffixes and how they change the definition of root words
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
	<ul style="list-style-type: none"> ◆ Identify letters in a prefix or suffix ◆ Highlight prefixes or suffixes in a word. 	<ul style="list-style-type: none"> ◆ Create a word list of, suffixes and their definitions ◆ Match a prefix with its definition ◆ Define root word in unfamiliar words 	<ul style="list-style-type: none"> ◆ Use word cards of suffixes or prefixes to form new words ◆ Match a suffix and root word to its meaning

General Education Example

Example: Students make a list of words with prefixes, such as unwrap and rewrite, then determine how the prefix changes the meaning. Make another list of words with suffixes, such as helpful and sleepless, and determine the effect of the suffix on the base word.

CONTENT Reading/ELA

STRAND Language Development

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Language Development	3LD-V12	Use context of the sentence to determine the intended meaning of an unknown word or a word with multiple meanings (e.g., hatch, arm, boot)	<ul style="list-style-type: none"> ◆ Define words using context cues
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Vocabulary	<ul style="list-style-type: none"> ◆ Match words with multiple meanings to various pictures or words illustrating those meanings. ◆ Locate and/or cut out three words/pictures with multiple meanings from a newspaper, magazine, comic strip, student generated pictures etc 	<ul style="list-style-type: none"> ◆ Identify words that have multiple meanings ◆ Use multiple meaning words to complete a sentence ◆ Name the part of speech of each multiple meaning word ◆ Use reference books (including student generated dictionary/thesaurus, etc) to locate each word/picture from a list of multiple meaning words 	<ul style="list-style-type: none"> ◆ Select correct picture definition among multiple meaning words, that completes a given sentence correctly ◆ Demonstrate how multiple meaning words change the meaning of a sentence by using words or pictures (saw, well, foot, love)

General Education Example

Example: Students use a list of multiple-meaning words to write several sentences using the different meanings of the words (e.g., hatch, arm, boot, match, light, run).

DC CAS-Alt

CONTENT Reading/ELA STRAND Literary Text

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	3LT-U4	Use story details and prior knowledge to understand ideas that are not directly stated in the text.	◆ Make simple inferences using story details and prior knowledge	
Less Complex		Possible Entry Points		More Complex
The student will:		The student will:	The student will:	
Literary Text	<ul style="list-style-type: none"> ◆ Identify story details ◆ Identify main characters ◆ Recall through written or pictorial representation previous personal experiences or events related to the text 	<ul style="list-style-type: none"> ◆ Match story details to pictures of events ◆ Describe or demonstrate a personal experience similar to the story 	<ul style="list-style-type: none"> ◆ Answer simple inference questions about the story using prior knowledge (e.g., choose whether the main character will be happy or sad about a hypothetical event.) ◆ Using a chart with story details the student will determine how the character would feel in each instance (e.g., happy or sad) ◆ Listing known information prior to reading a story (e.g., look at all of the pictures of the story and state what you know/think) 	

CONTENT Reading/ELA STRAND Literary Text

Grade 3				
Learning Standards as written			Essential and Prioritized Skill	
Literary Text	3LT-F8	Identify the elements of stories (problem, solution, character, and setting) and analyze how major events lead from problem to solution.	◆ Analyze how events in a text lead to a problem or solution	
Less Complex		Possible Entry Points		More Complex
The student will:		The student will:	The student will:	
Literary Text	<ul style="list-style-type: none"> ◆ Answer questions of who, what, where, when, or how ◆ Recognize that events have causes in a text ◆ Identify elements of a story (using pictures, objects, or words) 	<ul style="list-style-type: none"> ◆ Define the terms plot, character, or setting ◆ Sequence major events of the story ◆ Categorize characters by those who were a part of the problem and those who were not a part of the problem ◆ Identify critical details, facts, key events, and/or people involved in a story or read aloud ◆ Identify and describe the plot, characters, or setting (using pictures, objects, or words) ◆ Create a detailed character description of the main character from story 	<ul style="list-style-type: none"> ◆ Match events of a story with a problem (cause and effect) ◆ Compare how two characters would solve a problem differently (e.g., given pictures representing two characters and pictures representing three possible solutions, correctly match which character would develop which solution and one detail explaining why) ◆ Classify events as a leading to or not leading to a solution 	

General Education Example: Students read a piece of fiction. Individually, students create a mini book illustrating the problem, solution, characters, and setting. Suggested books include: The Story of Ruby Bridges by Robert Coles, My Mamma Had a Dancing Heart by Libba Moore Gray, Sleeping Ugly by Jane Yolen.

DC CAS-Alt

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E1	Identify the purpose or main point and supporting details in text.	◆ Identify purpose or main point and supporting details
Less Complex		Possible Entry Points	More Complex
Informational Text	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
	<ul style="list-style-type: none"> ◆ Answer who or what questions in informational text ◆ Name/locate the characters ◆ Identify (using pictures) where the story takes place 	<ul style="list-style-type: none"> ◆ Identify critical details, facts, key events, and/or people involved in an informational text ◆ Identify main point ◆ Identify the purpose 	<ul style="list-style-type: none"> ◆ Identify the purpose and supporting details of informational text ◆ Identify the main point and supporting details of informational text

General Education Example: *Students brainstorm a list of animals they know. Then they read About Mammals: A Guide for Children by Cathryn Sill. With their teacher, they list common traits of mammals (the main idea of the book). Using what they have learned from the book, they decide which animals on their original list are mammals. Students then identify supporting details from the book to illustrate why or why not the animal they named is a mammal.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E3	Distinguish cause from effect.	◆ Distinguish cause from effect
Less Complex		Possible Entry Points	More Complex
Informational Text	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
	<ul style="list-style-type: none"> ◆ Identify the first event in informational text ◆ Explain, using words or pictures, what the cause is of a given situation from a text. ◆ Explain using words or pictures, what the effect is of a given situation from a text. 	<ul style="list-style-type: none"> ◆ Sequence events in informational text ◆ Classify sentences/pictures to show cause or effect 	<ul style="list-style-type: none"> ◆ Categorize events as cause or effect in informational text ◆ Match simple cause and effect pictures/concepts in informational text ◆ Given a specific event, list or match possible effects

General Education Example: *Students read Why Mosquitoes Buzz in People's Ears by Verna Aardema. As a class, have the students follow the path of cause and effect.*

DC CAS-Alt

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E4	Identify and use knowledge of common textual features to make predictions about content (e.g., title, headings, table of contents, glossary, captions).	◆ Apply knowledge of textual features to make predictions
Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Informational Text	<ul style="list-style-type: none"> ◆ Identify the title in informational text ◆ Identify table of contents in informational text ◆ Identify letters in the title of informational text 	<ul style="list-style-type: none"> ◆ Match a caption to a picture in informational text ◆ Match a picture to a section of the informational text 	<ul style="list-style-type: none"> ◆ Given an illustration and the title of a text, predict what the text will be about ◆ Based on the title, predict which informational text will help to find information ◆ Predict, with clues and pictures provided by the teacher, which event will occur next

General Education Example: *Using their textbook, pairs of students identify each of the textual features and its purpose (e.g., table of contents, glossary, captions) to make predictions about content.*

CONTENT Reading/ELA

STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-E5	Form questions about text and locate facts in response to those questions.	◆ Apply knowledge of informational text by forming and answering questions and locating facts
Less Complex		Possible Entry Points	More Complex
	The student will:	The student will:	The student will:
Informational Text	<ul style="list-style-type: none"> ◆ Identify letters/words in an informational text ◆ Match picture to section of narrative 	<ul style="list-style-type: none"> ◆ Answer who/what questions about informational text ◆ Answer a question by choosing an appropriate picture or word from the text. ◆ Locate facts in text to answer questions ◆ Answer questions developed by classmates or teacher about informational text ◆ Ask questions about a text read aloud (e.g., by pointing to the appropriate response) 	<ul style="list-style-type: none"> ◆ Form questions that can be answered from specific informational text and locate the facts in response to those questions ◆ Given informational text the student will choose from a list of questions that would relate to the topic and find the answer in a text.

General Education Example: *Prior to a lesson in and reading about the life of Thomas Jefferson, students write several questions regarding the subject. Students then record the answers as they locate facts while reading Who Was Thomas Jefferson? by Dennis Brindell Fradin.*

DC CAS-Alt
 CONTENT Reading/ELA
 STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-DP6 Less Complex	Locate specific information in graphic representations (e.g., charts, maps, diagrams, illustrations, tables, timelines) of text. Possible Entry Points	◆ Identify information on graphic representations of informational text More Complex
	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
Informational Text	<ul style="list-style-type: none"> ◆ Locate common signs, symbols, or pictures in the environment ◆ Match pictures with written and graphic symbols 	<ul style="list-style-type: none"> ◆ Identify graphic representations (charts, maps, timelines) ◆ Identify basic sight words in graphic representations within informational text (Dolch, Edmark) 	<ul style="list-style-type: none"> ◆ Answer questions about informational text using graphic representations ◆ Identify words in graphic representations within informational text (Metro stops) ◆ Identify information in informational text (e.g., map of Washington, DC locate a monument)

General Education Example: Using a map of Washington, D.C., students locate monuments, parks, and museums.

CONTENT Reading/ELA
 STRAND Informational Text

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Informational Text	3IT-D7 Less Complex	Use information from text and text features to determine the sequence of activities needed to carry out a procedure. Possible Entry Points	◆ Apply knowledge of text and text features to complete an activity More Complex
	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
Informational Text	<ul style="list-style-type: none"> ◆ Follow a set of oral directions to complete a task ◆ Identify letters/words in a set of directions 	<ul style="list-style-type: none"> ◆ Order a series of tasks needed to complete an activity ◆ Sequence events from informational text to complete an activity 	<ul style="list-style-type: none"> ◆ Follow a set of written/pictorial directions to complete a task ◆ Carry out a step by step set of instructions from informational text to complete a specific task ◆ Complete an activity using text features (e.g. numbering pages, sequencing pictures, etc.)

General Education Example: Students use text and illustrations of an origami bird to create the figure.

Entry Points – Grade 3

Mathematics

Mathematics							
Third Grade							
DC Strand	DC Standard*	Essential and Prioritized Skill	Entry Point Less Complex	Entry Point	Entry Point More Complex	CCSS Strand	CCSS Matched Standard
Number Sense and Operations	3NSO-N1 Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 10,000; demonstrate an understanding of the values of the digits.	Understand the proportional value of the number system based on 10 (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)	<ul style="list-style-type: none"> * Identify single digit numbers * Match single digit numbers to correct number of objects 	<ul style="list-style-type: none"> * Identify the value of each digit up to 100 * Use counting strategy to represent place value using manipulatives (e.g, ones/tens/hundreds) 	<ul style="list-style-type: none"> * Represent, write and identify the value of each digit for numbers * Identify, order and numerically represent whole numbers using manipulatives * Write digits on a place value chart for 2 or 3 digit numbers up to 100 	Number and Operations Base Ten	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
Number Sense and Operations	#####	Apply rounding and regrouping to estimate: <ul style="list-style-type: none"> *Quantities *Measures *Money to \$100 Judge reasonableness of answer	<ul style="list-style-type: none"> * Identify if a number is more or less than 5 up to 10 * Identify if a number is rounded to the ones or tens place 	<ul style="list-style-type: none"> * Match numbers and their representation using manipulatives and place value chart to round up to the next highest number * Identify nearest whole dollar for purchase under \$10.00 * Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people.) * Add, subtract, and/or multiply numbers using rounding or regrouping 	<ul style="list-style-type: none"> * Identify nearest whole dollar for purchase under \$10.00. Check to see if you were right * Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people. Check to see if you have enough.) * Estimate measurement given a portion of the measurement (e.g., if you know that half of the table is 10 inches, what would the whole table be?). Check your answer 	Number and Operations Base Ten Measurement and Data	3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100. 2.MD.3. Estimate lengths using units of inches, feet, centimeters, and meters.

Number Sense and Operations	3NSO-C10 Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers	Apply conventional procedures and formulas to solve addition and subtraction problems	<ul style="list-style-type: none"> * Identify the required math operation in a simple problem situation – addition or subtraction * Identify mathematical situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non- commutative, e.g., $2+3=3+2$, $5-2\neq5-3$) 	<ul style="list-style-type: none"> * Identify the commutative property of addition using number sentences (e.g., $3+2=2+3$) * Use objects and manipulatives to demonstrate the commutative property 	<ul style="list-style-type: none"> * Add to and split groups of objects to represent and solve addition and subtraction problems * Add or subtract single digit whole numbers using manipulatives 	Number and Operations Base Ten	3.NBT.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
Number Sense and Operations	3NSO-C18 Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., $125 \div 5$).	Solve division problems	<ul style="list-style-type: none"> * Define the quotient, dividend, divisor, and remainder * Identify even vs. odd numbers in division problems * Identify the quotient, dividend, divisor, and remainder in a division problem 	<ul style="list-style-type: none"> * Split groups of objects into equal parts to represent division problem * Split groups of objects into equal parts with remaining objects to represent division problem with remainder 	<ul style="list-style-type: none"> * Use counting strategy to solve division problem in which numbers are divided evenly * Use counting strategy to solve division problem (i.e., 6 divided by 2) with or without manipulatives 	Operations and Algebraic Thinking	3.OA.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Number Sense and Operations	3NSO-F5 Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.	Identify and understand fractions	<ul style="list-style-type: none"> * Divide an object into equal portions * Combine equal parts to make a whole 	<ul style="list-style-type: none"> * Identify parts of a whole ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{8}$) written as a fraction * Match a fraction to a representation 	<ul style="list-style-type: none"> * Identify and numerically represent common fractions * Identify and pictorially represent common fractions * Split groups of objects into two, three, or four equal parts and match to written fraction 	Number and Operations--Fraction	<p>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 $\frac{1}{b}$.</p> <p>3.NF.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>3.NF.2b. Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p>
Patterns, Relations & Algebra	3PRA-3 Determine values of variables in simple equations involving addition, subtraction, or multiplication (e.g., $4106 - t = 37$, $5 = m + 3$, and $r - m = 3$).	Solve for variables in addition, subtraction, or multiplication problems	<ul style="list-style-type: none"> * Identify numbers in an addition problem * Discriminate between numbers and letters 	<ul style="list-style-type: none"> * Identify an addition problem * Identify a subtraction problem * Use one-to-one number correspondence to represent numbers/objects 	<ul style="list-style-type: none"> * Solve an addition problem where the unknown is one of the terms ($4+x=5$) * Solve a subtraction problem where the unknown is one of the terms ($x - 3 = 7$) * Solve a multiplication problem ($4 \times 2 = 8$) 	Operations and Algebraic Thinking	3.OA.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
Patterns, Relations & Algebra	3PRA-5 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	Demonstrate understanding of a mathematical pattern by extending it.	<ul style="list-style-type: none"> * Count by 1's or 2's * Identify numbers in a pattern 	<ul style="list-style-type: none"> * Identify a mathematical pattern * Identify the number/item missing in a pattern * Skip Count by 5's or 10's * Identify patterns on a 100's chart 	<ul style="list-style-type: none"> * Create and explain a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) * Extend a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) * Describe and extend a pattern using numbers or operations 	Operations and Algebraic Thinking	3.OA.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

Geometry	#####	Analyze attributes of 2-dimensional shapes (especially triangles and quadrilaterals)	<ul style="list-style-type: none"> * Label a triangle * Count the number of sides of a shape * Match a rectangle to the term * Match a square to the term * Match a triangle to a triangle 	<ul style="list-style-type: none"> * Identify parts of shapes (lines, angles, curves, etc.) * Classify shapes by the number of sides they have * Compare shapes based on number of corners * Identify a right angle * Match a rectangle and square to the term "quadrilateral" 	<ul style="list-style-type: none"> * Sort and compare shapes by three different attributes * Categorize how similar shapes can be different (isosceles triangle vs. equilateral triangle) * Distinguish shapes based on the type of angle it has 	Geometry	3.G.1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
Geometry	3G4 Identify and draw lines that are parallel, perpendicular, and intersecting.	Demonstrate understanding of different types of lines	<ul style="list-style-type: none"> * Identify a line * Match a line to its definition * Distinguish between a line and a circle 	<ul style="list-style-type: none"> * Identify a perpendicular line * Identify intersecting lines * Define parallel * Define perpendicular * Define intersecting lines 	<ul style="list-style-type: none"> * Recognize parallel lines in everyday places from their definitions and/or attributes * Identify and label perpendicular lines * Match a parallel line to its term * Use manipulatives to create perpendicular lines 	Geometry	4.G.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 4.G.2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Geometry	3G6 Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	Apply reflections, rotations, or translations to determine congruency.	<ul style="list-style-type: none"> * Identify shapes * Match shapes that are the same and in the same position 	<ul style="list-style-type: none"> * Use manipulatives to demonstrate a reflection, translation or rotation * Match rotation, reflection or translation to its term 	<ul style="list-style-type: none"> * Use a reflection to determine if a shape is congruent * Use a translation to determine if a shape is congruent * Use rotation to determine if a shape is congruent 	Geometry	8.G.2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 8.G.3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.

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CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-N1	Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 10,000; demonstrate an understanding of the values of the digits.	<ul style="list-style-type: none"> Understand the proportional value of the number system based on 10 (e.g., 10 ones = 1 ten, 10 tens = 100 ones, 10 one hundreds = 1,000, etc.)
Less Complex		Possible Entry Points	More Complex
	<u>The student will:</u>	<u>The student will:</u>	<u>The student will:</u>
Number Sense	<ul style="list-style-type: none"> Identify single digit numbers Match single digit numbers to correct number of objects 	<ul style="list-style-type: none"> Identify the value of each digit up to 100 Use counting strategy to represent place value using manipulatives (e.g, ones/tens/hundreds) 	<ul style="list-style-type: none"> Represent, write and identify the value of each digit for numbers Identify, order and numerically represent whole numbers using manipulatives Write digits on a place value chart for 2 or 3 digit numbers up to 100

General Education Example

Example: Write 793 for the number "seven hundred ninety-three."

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CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-E24	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100 and to judge the reasonableness of answers.	Apply rounding and regrouping to estimate: <ul style="list-style-type: none"> • Quantities • Measures • Money to \$100 Judge reasonableness of answer
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Estimation	<ul style="list-style-type: none"> ◆ Identify if a number is more or less than 5 up to 10 ◆ Identify if a number is rounded to the ones or tens place 	<ul style="list-style-type: none"> ◆ Match numbers and their representation using manipulatives and place value chart to round up to the next highest number ◆ Identify nearest whole dollar for purchase under \$10.00 ◆ Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people.) ◆ Add, subtract, and/or multiply numbers using rounding or regrouping 	<ul style="list-style-type: none"> ◆ Identify nearest whole dollar for purchase under \$10.00. Check to see if you were right ◆ Estimate numbers using regrouping (e.g., number of boxes of plastic forks needed for a party with 30 people. Check to see if you have enough.) ◆ Estimate measurement given a portion of the measurement (e.g., if you know that half of the table is 10 inches, what would the whole table be?). Check your answer

General Education Example

Example: You have \$20. Do you have enough to buy all four items? Explain how you made your estimate.

Hat – \$4.52

Socks – \$1.99

Sweater – \$9.41

Scarf – \$3.95

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-C10	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers	◆ Apply conventional procedures and formulas to solve addition and subtraction problems
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Computation	<ul style="list-style-type: none"> ◆ Identify the required math operation in a simple problem situation – addition or subtraction ◆ Identify mathematical situations in which the order of events makes a difference and situations in which the order does not make a difference (commutative and non-commutative, e.g., $2+3=3+2$, $5-2\neq5-3$) 	<ul style="list-style-type: none"> ◆ Identify the commutative property of addition using number sentences (e.g., $3+2=2+3$) ◆ Use objects and manipulatives to demonstrate the commutative property 	<ul style="list-style-type: none"> ◆ Add to and split groups of objects to represent and solve addition and subtraction problems ◆ Add or subtract single digit whole numbers using manipulatives

General Education Example

Example: $85,412 - 42,747 = ?$ Explain your method.

CONTENT Mathematics

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-C18	Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., $125 \div 5$).	<ul style="list-style-type: none"> ◆ Solve division problems
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
Number Sense	<ul style="list-style-type: none"> ◆ Define the quotient, dividend, divisor, and remainder ◆ Identify even vs. odd numbers in division problems ◆ Identify the quotient, dividend, divisor, and remainder in a division problem 	<ul style="list-style-type: none"> ◆ Split groups of objects into equal parts to represent division problem ◆ Split groups of objects into equal parts with remaining objects to represent division problem with remainder 	<ul style="list-style-type: none"> ◆ Use counting strategy to solve division problem in which numbers are divided evenly ◆ Use counting strategy to solve division problem (i.e., 6 divided by 2) with or without manipulatives

Example: What is $125 \div 5$?

CONTENT Mathematics

STRAND Number Sense & Operations

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Number Sense and Operations	3NSO-F5	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.	<ul style="list-style-type: none"> ◆ Identify and understand fractions
Less Complex	Possible Entry Points		More Complex
<u>The student will:</u>	<u>The student will:</u>		<u>The student will:</u>
Fractions	<ul style="list-style-type: none"> ◆ Divide an object into equal portions ◆ Combine equal parts to make a whole 	<ul style="list-style-type: none"> ◆ Identify parts of a whole ($1/2$, $1/4$, $1/3$, $1/8$) written as a fraction ◆ Match a fraction to a representation 	<ul style="list-style-type: none"> ◆ Identify and numerically represent common fractions ◆ Identify and pictorially represent common fractions ◆ Split groups of objects into two, three, or four equal parts and match to written fraction

General Education Example

Example: Fold a piece of paper in half and then in half again creating fourths. Shade 2 sections or $2/4$ of the sheet of paper. Now fold the paper in half three times. Shade 3 sections of the sheet of paper or $3/8$.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	3PRA-3	Determine values of variables in simple equations involving addition, subtraction, or multiplication (e.g., $4106 - t = 37$, $5 = m + 3$, and $r - m = 3$).	<ul style="list-style-type: none"> ◆ Solve for variables in addition, subtraction, or multiplication problems
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
<ul style="list-style-type: none"> ◆ Identify numbers in an addition problem ◆ Discriminate between numbers and letters 		<ul style="list-style-type: none"> ◆ Identify an addition problem ◆ Identify a subtraction problem ◆ Use one-to-one number correspondence to represent numbers/objects 	<ul style="list-style-type: none"> ◆ Solve an addition problem where the unknown is one of the terms ($4+x=5$) ◆ Solve a subtraction problem where the unknown is one of the terms ($x - 3 = 7$) ◆ Solve a multiplication problem ($4 \times 2 = 8$)

General Education Example

Example: Solve the following: $4106 - \nabla = 37$, $5 = \bigcirc + 3$, and $\nabla - \bigcirc = 3$.

CONTENT: Mathematics

STRAND: Patterns, Relations, & Algebra

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Patterns, Relations, & Algebra	3PRA-5	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	<ul style="list-style-type: none"> ◆ Demonstrate understanding of a mathematical pattern by extending it.
Less Complex		Possible Entry Points	More Complex
<u>The student will:</u>		<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ◆ Count by 1's or 2's ◆ Identify numbers in a pattern 	<ul style="list-style-type: none"> ◆ Identify a mathematical pattern ◆ Identify the number/item missing in a pattern ◆ Skip Count by 5's or 10's ◆ Identify patterns on a 100's chart 	<ul style="list-style-type: none"> ◆ Create and explain a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) ◆ Extend a pattern using simple addition and subtraction (i.e., adding by 2's, subtracting by 3's) ◆ Describe and extend a pattern using numbers or operations 	

General Education Example

Example: Find the number of legs on 6 dogs. Create a table and extend the pattern. Explain your method (e.g., counted by 4s or multiplied the number of dogs by 4).

Number of dogs	1	3	4	6
Number of dog legs	4		16	

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CONTENT: Mathematics

STRAND: Geometry

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Geometry	3G1	Compare and analyze attributes and other features (e.g., number and shape of sides, faces, corners, right angles) of two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).	♦ Analyze attributes of 2-dimensional shapes (especially triangles and quadrilaterals)
Less Complex		Possible Entry Points	More Complex
The student will:		The student will:	The student will:
<ul style="list-style-type: none"> ♦ Label a triangle ♦ Count the number of sides of a shape ♦ Match a rectangle to the term ♦ Match a square to the term ♦ Match a triangle to a triangle 		<ul style="list-style-type: none"> ♦ Identify parts of shapes (lines, angles, curves, etc.) ♦ Classify shapes by the number of sides they have ♦ Compare shapes based on number of corners ♦ Identify a right angle ♦ Match a rectangle and square to the term "quadrilateral" 	<ul style="list-style-type: none"> ♦ Sort and compare shapes by three different attributes ♦ Categorize how similar shapes can be different (isosceles triangle vs. equilateral triangle) ♦ Distinguish shapes based on the type of angle it has

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CONTENT: Mathematics

STRAND: Geometry

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Geometry	3G4	Identify and draw lines that are parallel, perpendicular, and intersecting.	◆ Demonstrate understanding of different types of lines
Less Complex		Possible Entry Points	More Complex
<u>The student will:</u>		<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ◆ Identify a line ◆ Match a line to its definition ◆ Distinguish between a line and a circle 		<ul style="list-style-type: none"> ◆ Identify a perpendicular line ◆ Identify intersecting lines ◆ Define parallel ◆ Define perpendicular ◆ Define intersecting lines 	<ul style="list-style-type: none"> ◆ Recognize parallel lines in everyday places from their definitions and/or attributes ◆ Identify and label perpendicular lines ◆ Match a parallel line to its term ◆ Use manipulatives to create perpendicular lines

General Education Example

Example: Use the markings on the gymnasium floor to identify two lines that are parallel. Place a jump rope across the parallel lines and identify any obtuse angles created by the jump rope and the lines.

STRAND: Geometry

Grade 3			
Learning Standards as written			Essential and Prioritized Skill
Geometry	3G6	Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	◆ Apply reflections, rotations, or translations to determine congruency.
Less Complex		Possible Entry Points	More Complex
<u>The student will:</u>		<u>The student will:</u>	<u>The student will:</u>
<ul style="list-style-type: none"> ◆ Identify shapes ◆ Match shapes that are the same and in the same position 		<ul style="list-style-type: none"> ◆ Use manipulatives to demonstrate a reflection, translation or rotation ◆ Match rotation, reflection or translation to its term 	<ul style="list-style-type: none"> ◆ Use a reflection to determine if a shape is congruent ◆ Use a translation to determine if a shape is congruent ◆ Use rotation to determine if a shape is congruent