

**Archdiocese of Washington Grade 3 Math Standards
with Common Core Alignment**

NUMBER SENSE (NS)

Students understand the relationships among the numbers, quantities and place value in whole numbers up to 1,000. They understand the relationship among whole numbers, simple fractions and decimals.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.NS.1	Count, read, and write whole numbers up to 1,000.	2.NBT.2
MA.3.NS.2	Identify and interpret place value in whole numbers up to 1,000.	3.NBT.1
MA.3.NS.3	Use words, models, and expanded form to represent numbers up to 1,000.	2.NBT.3
MA.3.NS.4	Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.	2.NBT.3
MA.3.NS.5	Compare whole numbers up to 1,000 and arrange them in numerical order.	2.NBT.4
MA.3.NS.6	Rounds numbers less than 1,000 to the nearest ten and the nearest hundred.	3.NBT.1
MA.3.NS.7	Identify odd and even numbers up to 1,000 and describe their characteristics.	
MA.3.NS.8	Show equivalent fractions using equal parts.	3.NF.3 (b)
MA.3.NS.9	Identify and use correct names for numerators and denominators.	
MA.3.NS.10	Given a pair of fractions, decide which is larger or smaller by using objects or pictures.	3.NF.3 (d)
MA.3.NS.11	Given a set of objects or a picture, name and write a decimal to represent tenths and hundredths.	
MA.3.NS.12	Given a decimal for tenths, show it as a fraction using a place-value model.	
MA.3.NS.13	Interpret data displayed in a circle graph and answer questions about the situation.	

COMPUTATION (C)

Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.C.1	Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.	3.NBT.2
MA.3.C.2	Represent the concept of multiplication as repeated addition.	3.OA.1
MA.3.C.3	Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.	3.OA.2
MA.3.C.4	Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$,	3.OA.6
MA.3.C.5	Show mastery of multiplication facts for 0, 1, 2, 3, 4, 5, 6, 7, 8, 9,10, 11 and 12	3.OA.7
MA.3.C.6	Add and subtract simple fractions with the same denominator.	
MA.3.C.7	Use estimation to decide whether answers are reasonable in addition and subtraction problems.	
MA.3.C.8	Use mental arithmetic to add or subtract with numbers less than 100.	

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ALGEBRA AND FUNCTIONS (AF)

Students select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number and functional relationships.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.AF.1	Represent relationships of quantities in the form of a numeric expression or equation.	3.OA.8
MA.3.AF.2	Solve problems involving numeric equations.	3.OA.3, 3.OA.8
MA.3.AF.3	Choose appropriate symbols for operations and relations to make a number sentence true.	
MA.3.AF.4	Understand and apply the commutative and associative rules of multiplication.	3.OA.5
MA.3.AF.5	Create, describe, and extend number patterns using multiplication.	3.OA.9
MA.3.AF.6	Solve simple problems involving a functional relationship between two quantities.	3.OA.3, 3.OA.8

GEOMETRY (G)

Students describe and compare the attributes of plane and solid geometric shapes and use their understand to show relationships and solve problems.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.G.1	Identify quadrilaterals as four-sided shapes.	3.G.1
MA.3.G.2	Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.	
MA.3.G.3	Identify, describe, and classify: cube, sphere, prism, pyramid, cone, cylinder.	
MA.3.G.4	Identify common solid objects that are the parts needed to make a more complex solid object.	
MA.3.G.5	Draw a shape that is congruent to another shape.	
MA.3.G.6	Use the terms point, line, and line segment in describing two-dimensional shapes.	
MA.3.G.7	Draw line segments and lines.	
MA.3.G.8	Identify and draw lines of symmetry in geometric shapes using appropriate mathematical tools and technology.	
MA.3.G.9	Sketch the mirror image reflections of shapes.	
MA.3.G.10	Recognize geometric shapes and their properties in the environment and specify their locations.	

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MEASUREMENT (M)

Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time and money.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.M.1	Measure line segments to the nearest half-inch.	3.MD.4
MA.3.M.2	Determine equivalent measures of length. Give your answer in yards, feet, and inches.	
MA.3.M.3	Find the perimeter of a polygon.	
MA.3.M.4	Estimate or find the area of shapes by covering them with squares.	3.MD.5, 3.MD.6
MA.3.M.5	Estimate or find the volume of objects by counting the number of cubes that would fill them.	3.MD.2
MA.3.M.6	Estimate and measure capacity using quarts, gallons, and liters.	3.MD.2
MA.3.M.7	Estimate and measure weight using pounds and kilograms.	3.MD.2
MA.3.M.8	Compare temperatures in Celsius and Fahrenheit.	
MA.3.M.9	Tell time to the nearest minute.	3.MD.1
MA.3.M.10	Find the value of any collection of coins and bills. Write the amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the \$ symbol.	
MA.3.M.11	Use play or real money to decide whether there is enough money to make a purchase.	
MA.3.M.12	Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).	

DATA ANALYSIS AND PROBABILITY (DP)

Students predict the likelihood of events and record and interpret data.

ADW #	Archdiocese of Washington Standard Statement	Common Core Indicator #
MA.3.DP.1	Identify whether everyday events are certain, likely, unlikely, or impossible.	
MA.3.DP.2	Record the possible outcomes for a simple probability experiment.	

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