



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

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# **Extended Content Standards: A Support Resource for the Georgia Alternate Assessment**

English Language Arts and Mathematics

Grade 3

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2022-2023

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## **Background**

Since the implementation of the Georgia Alternate Assessment (GAA), the Georgia Department of Education has provided teachers with a variety of training and support opportunities related to the state’s content standards and the instruction and assessment of students with significant cognitive disabilities. With the release of the *Extended Content Standards: A Support Resource for the Georgia Alternate Assessment*, teachers will have access to a document outlining skills aligned to the Georgia Standards of Excellence (GSE) for English Language Arts (ELA) and Mathematics for use beginning with the 2018-2019 school year.

### **Purpose of the Extended Content Standards Resource Guide**

The purpose of this resource is to provide guidance to educators in identifying examples of student skills that align to the state’s content standards and, when appropriate, their related indicators. Alignment refers to the connection of the skill through which students will demonstrate what they know and can do, to the content standard expectations for general education students in a given grade. Students with significant disabilities are expected to receive instruction in and gain knowledge and skills as defined by the content standards. However, given their unique needs, they may need to learn these skills differently, in smaller segments, with fewer identified components, at a slower pace, and/or learn skills that would allow the student to access and eventually meet the standard. Aligned skills allow the student to show learning of concepts and constructs within a grade-level standard, even though that learning is not at the level of their general education peers.

Extending content standards is one way to illustrate aligned skills. Through such extensions, skills that align are derived (or “extended”) from the grade level standard. Each extension is an entry point that demonstrates how educators can teach standard-based skills that are both appropriate for the student with disabilities and allow the student to move toward higher levels of learning within the standard. After examining examples of similar resources developed by other states (with special thanks given to the Massachusetts Department of Elementary and Secondary Education), Georgia educators who work with students with significant disabilities worked toward developing extensions for content standards that appear on the GAA 2.0 Blueprint.

This resource is intended to be a support for educators and should be utilized in conjunction with other GAA 2.0 resources. The identification of aligned student skills will assist educators as they choose or develop tasks and materials for instruction and as a support for assessment. However, educators must continue to refine their understanding of the standards, aligned skills, adapted materials, and instructional strategies, to appropriately instruct each student and plan for their assessment. After identifying appropriate skills that align to the standard, activities encompassing the curriculum content and effective instructional strategies must be provided in order for the student to make educational progress. However, the use of this resource does not ensure any particular result or score within the GAA 2.0 assessment.

### **Overview of Extended Content Standards**

Specific skills contained within the extended content standard utilize directional vocabulary. Directional vocabulary relates to the student's observable behavior. This behavior is measurable and will allow the teacher and others to gauge the student's learning within the standard. Each skill also contains verbiage, which focuses on the use of the directional vocabulary within the general education standard. Because of the unique strengths and needs of each student, the skills within these extended standards do not list specific materials or instructional strategies which must be utilized during instruction or assessment.

Levels are included within the Extended Content Standards to show the progression of complexity of skills aligned to the standard. The levels in which skills are listed move from Least Complex (to the far left) to Most Complex (to the far right). The Least Complex level contains skills which are typically thought of as access skills and are appropriate for students with the most significant cognitive disabilities. Skills in this level are targeted for those students who require the greatest degree of adaptation to materials, content, and activities throughout the school, community, and home environment. The Most Complex level contains skills closest to the given general education standard. All skills within a level align to the standard and can show student learning within that standard.

Each skill within one level of a standard extension is distinct, as the skill represents one concept or part of the standard. It is possible to teach an isolated skill within a level, but there are many benefits to teaching multiple skills within and across levels. Students can gain a deeper understanding of a concept when instructed on multiple skills within a level. By teaching skills across levels, students can learn concepts which will lead to an understanding closer to meeting the general education content standard.

Every attempt has been made to make the extended standards complete but not exhaustive. Additional skills, not listed within the resource guide, may align to the standard. Also, skills listed as part of a continuum may have steps between the levels which would be addressed as part of instruction.

Many standards include extensions at the Least Complex (or access) level which are appropriate for students with the most significant disabilities. However, there are standards for which extensions to the access level would alter the educational purpose or the intended learning target to the extent that the connection between the skill and content would be lost and the skill would no longer be aligned. Therefore, there are standards for which no skills are listed at the Least Complex level. This does not preclude the utilization of the same access skills in other standards given appropriate materials within aligned activities. In addition, some skills listed in the Least Complex level may be appropriate for students with the most significant disabilities when appropriate communication supports and manipulatives are provided.

## **Utilizing Extended Content Standards**

### **Utilizing the Extended Content Standards Resource for Instruction**

The extended content standards within this resource are appropriate for assisting educators in identifying skills to teach within *any* standard that is a part of the student's overall educational program. As part of the educational program, more than one skill within a standard/indicator may be identified as a target for instruction. Systems of prompting by the teacher, utilizing cues added to materials, and expanding the number of options for responding (e.g., number of choices given for an answer) are appropriate instructional strategies that support the learning of skills aligned to the standard.

### **Utilizing the Extended Content Standards Resource for Assessment**

The extended content standards are an important resource for both instruction and assessment. Incorporating these extensions into daily instruction will provide opportunities for students to participate in standards-based instruction. It is also important to note that there is a strong linkage between instruction and assessment, as tasks on the GAA 2.0 are aligned to these same extensions.

Providing instruction on the extended content standards does not detract from the importance of individualized instruction, which will continue to be the hallmark of special education. In addition to individualizing instruction on the extended content standards, teachers will need to provide instruction in other skills (e.g., communication, behavioral, life) to meet student needs.

### **Identifying Current and Possible Future Student Skills**

Students for whom these extended standards are appropriate come to the educational experience with different levels of previous experience and learning. A student may have little or no skills related to one standard, and have more skills and knowledge related to another. Likewise, each student within a class will have differences in level of current skills, materials, and supports needed to show learning, and in the rate at which new skills become a part of the student's overall functioning. Therefore, each student should be assessed on targeted standards to evaluate current skill level. Consistent formative assessment will inform next steps for continued student learning.

## **Implicit Understandings**

The ultimate goal for instruction is for the student to become as independent as possible in their completion of the skill(s) identified as aligned to the standards. For the vast majority of students with significant cognitive disabilities, this means that adapted materials which meet the student's cognitive, physical, and sensory needs must be identified, developed, and utilized during instruction and assessment. Implicit in the skills listed for every standard and in any level is the use of adapted materials, assistive technology, and educational/assessment supports which would allow the student to actively participate within the task, gain understanding, and then show what they know and can do.

## **Additional Considerations**

### **Additional Considerations for Language Extended Content Standards**

The Language Extended Content Standards are related to a) the use of conventions of standard English grammar and usage when writing or speaking, b) the use of the conventions of capitalization, punctuation, and spelling when writing, and c) the understanding of specific words/phrases which leads to a better understanding of the text in which they appear. Implicit in the use of these extended content standards is the presentation of **grade-level** adapted text or texts written by the student.

Language 1 and Language 2 standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student skills into the speaking or writing tasks in which the student engages.

For Language Standards, students may utilize adapted communication strategies, adapted text, and/or adapted writing strategies.

### **Additional Considerations for Reading Foundations and Reading Extended Content Standards**

The Reading Foundations and Reading standards relate to the understanding of a given text. The reading standards incorporate two types of text: informational and literature. Skills listed in the Reading Extended Content Standards identify the specific type of text to be utilized within the skill. Implicit in the use of these extended standards is the use of **grade-level** adapted text. The adaptation of text, including the method through which students can answer questions about the text, can include the use of objects, symbols, word-symbol combinations, and high interest/low readability material.

### **Additional Considerations for Writing Extended Content Standards**

The writing standards relate to the development of a text, incorporating ideas provided by the student, which is lasting (versus speaking, which is temporary) and can be read/utilized by others as a single product (versus numbering sentences as part of a worksheet activity). The writing standards refer to different types of writing, including opinion/argumentative, informational/explanatory, or narrative.

The Georgia Standards of Excellence writing standards in grades 3-8 and high school include indicators which focus on specific parts of a written piece, such as the introduction or conclusion. However, the Writing Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to incorporate student work into a complete written text.

Students may produce statements/sentences/written pieces in a variety of ways, based upon their cognitive, physical, and sensory needs. Students may utilize objects, symbols, symbol/word combinations, and/or written words to express ideas. Students may also communicate a statement, verbally or through the use of an AAC device, which is then scribed and included in a piece of writing. However, the fine motor skill of copying or tracing words which were not generated by the student as part of a complete written piece is not aligned to these standards.

### **Additional Considerations for Speaking/Listening Extended Content Standards**

The Speaking/Listening standards relate to the presentation and understanding of ideas presented verbally. Speaking/Listening Extended Content Standards are presented as a complete standard and do not focus on specific indicators. Skills which relate to specific indicators are included at each level within the standard, as all skills work together to allow student participation in discussions within the classroom and school environment. To complete these standards, the most effective and efficient (considered the preferred) mode of communication should be utilized by the student when interacting with others. In addition, communication must be between the student and another individual or group of individuals.

### **Additional Considerations for Mathematics Extended Content Standards**

Students with significant disabilities often require the use of "hands-on" materials in order to understand and express learning in mathematics. Unless otherwise noted, manipulatives which are appropriate for student use, related to the standard, and reflect a real-world application of the concept can and should be provided to and be utilized by the student to show skill.

## **Understanding the Format of the Extended Content Standards**

Samples of the extended content standards are presented on the next two pages. These samples are labeled to show the various parts of the extensions within the resource guide.

Every extension will include:

- Grade, Subject Area, Domain
- Standard Description
- Level
- Extended Content Standard
- Footer

Some extensions will include:

- Indicator Level
- Implementation Text
- Math-specific Definitions

Detailed information related to the Extended Content Standards is found in the Definition of Terms section following the sample.

## Understanding the Format of the Extended Content Standards

	<b>Standard Description</b>				
<b>Grade, Subject, Domain</b> ➤	High School : ELA Writing (W)				
<b>Standard Abbreviation</b> ➤	ELAGSE11-12.W.1		<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>		
<b>Indicator /Element Letter</b> ➤			c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.		← <b>Indicator / Element Description</b>
<b>Level</b> ➤	Least Complex			Most Complex	← <b>Level</b>
<b>Implementation Text</b> ➤	<i>Utilizing written/visual material (including symbols and objects) within a written argument:</i>				
<b>Extended Content Standards</b> ➤	Make a differentiated response to identify an object or a word/phrase/clause used to clarify the relationships between claim(s) and reasons.	Identify a word/phrase/clause used in a sentence to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Add an appropriate word/phrase/clause to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	Develop sentences using words/phrases/clauses to clarify the relationships between claim(s) and reasons or claim(s) and counterclaims.	← <b>Extended Content Standards</b>
<b>Footer</b> ➤	Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.				
	Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.				

## Definition of Terms Used within Extended Content Standards

- **Adapted** materials are those that have been altered in complexity, format, and/or presentation. An adapted material will reflect the content of the standard and will allow for ease of use and understanding by the student with cognitive, sensory, and/or physical disabilities.
- **Directional Vocabulary** refers to the verb found at the beginning of each extended content standard. Directional vocabulary reflects an observable and measurable behavior that will allow the teacher and others to gauge the students within the standard. Students may utilize their preferred mode of communication and adapted materials to show their learning within the standard utilizing the directional vocabulary. Some specific directional vocabulary found within the least complex level of the extended content standards include:
  - **Communicate**, which means the student purposefully utilizes their preferred mode of communication to indicate a desired response to a question or comment about the content;
  - **Respond differentially**, which means that the student changes their behavior only when presented with adapted materials related to the content and that change can be interpreted as an answer to a question or desired response;
  - **Manipulate materials**, which means that the student picks up, moves, holds and/or releases adapted materials in ways that can be interpreted as an answer to a question or desired response.
- **Extended Content Standards** identify skills aligned to grade-level standards and provide an entry point for the student to show what they know and can do within a standard. Extended Standards take into consideration the need of the student with disabilities to learn skills differently, in small segments, with fewer identified

components, at a slower pace, or are not at the level of, but would allow the student to eventually meet, the standard.

- **Grade Level** refers to the standards, content, concepts, and materials being utilized by the general education students of the same grade as the student with disabilities. Grade level materials and manipulatives being presented to and utilized by the student with disabilities can and should be adapted to meet the student's cognitive, sensory, and/or physical disabilities.
- **Implementation Text** describes the basic considerations and supports which are a condition of the student implementing the extended standard skill. Implementation text is found in the English Language Arts subject area. Considerations and supports included in implementation text include:
  - the student utilizing a preferred and consistent mode of communication; and
  - the student utilizing adapted materials to assist in the production of a written product.
- **Indicator** is the sub skill related to a standard within the Georgia Standards of Excellence. Indicators are currently a part of the English Language Arts and Mathematics Extended Content Standards.
- **Levels** are included to show the progression of complexity of skills within the content standard extensions. Levels progress from Least Complex to Most Complex, moving from left to right across the standard extension.
- **Manipulatives** refers to the items utilized by the student in the demonstration of a skill. Manipulatives can and should be adapted to meet the student's cognitive, sensory, and/or physical needs.
- **Materials** also refers to the items utilized by the student in a demonstration of a skill. Materials should reflect the content of the standard, and can and should be adapted in terms of complexity, format, and/or presentation to meet the needs of the student. In addition, materials can reflect a real-world application so that the content and skill become more relevant to the student.

- **Primary mode of communication** refers to the way in which the student most consistently and effectively indicates a need, want, or choice to another person. Students with disabilities can utilize a variety of methods to communicate, and often will have instruction in communication skills to become more proficient with these methods. Methods of communication include utilizing:
  - **Consistent Eye Gaze** in which a student maintains a look at materials/picture/communication symbols for a period long enough to be interpreted as an answer to a question or desired response;
  - **Gesturing/Orienting/Pointing** in which a student moves part of the body toward a desired response;
  - **Sign language**;
  - **Speech**; and
  - **Utilization of low technology to high technology AAC systems** in which a student uses a communication system designed to meet their cognitive, physical, and/or sensory needs.
- **Real-world applications** refer to materials which reflect activities or utilization of skills which would be required outside of the classroom or school.
- **Standards** are the overall skills the student should understand and be able to demonstrate as part of the general curriculum in each grade.
- **Text** refers to a written piece of material which the student utilizes to gain information, for entertainment, or as part of instruction. Text utilized in these standards includes:
  - **Informational text**, which provides the reader with facts, ideas, information, instructions, or opinions in narrative and non-narrative formats.
  - **Literary text**, which is fictional and includes dramas, poems, and stories.
  - **Written/visual materials** are those utilized by the student to create a permanent product reflecting personal ideas/opinions/arguments, providing information about materials or topics, retelling an experience, or creating a story.

# Grade 3: English Language Arts

Grade 3: ELA: Language and Foundations (L)

<b>ELAGSE3.L.1</b>		<b>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</b>	
	a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	
<b>Least complex</b>			<b>Most complex</b>
<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
Make a differentiated response to identify nouns in sentences.	Identify concrete nouns and action verbs in sentences given a description of the function (e.g., Which word in the sentence tells "who" or "what"?).	Complete sentences with the word that functions as a noun, verb, adjective, or pronoun (e.g., Complete the sentence to describe the noun).	Identify sentences using nouns, verbs, pronouns, and adjectives in their correct function.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Language and Foundations (L)**

<b>ELAGSE3.L.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
	a. Use sentence-level context as a clue to the meaning of a word or phrase.
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to identify an unknown word/phrase within a sentence.	<p>Identify an unknown word/phrase within a sentence.</p> <p>Match unknown words/phrases to possible meaning found within the sentence.</p>	Identify the context which may provide a clue to the meaning of an unknown word or phrase within a sentence.	Define an unknown word/phrase within a sentence using context clues.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 3: ELA: Language and Foundations (L)

ELAGSE3.L.4	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
	b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to determine the meaning of a word with a known affix.	Given the meaning of an affix, match the meaning of a word (e.g., the affix <i>-less</i> means without, find the word that means without care).	Given the meaning of an affix, identify the meaning of a word (e.g., the affix <i>-less</i> means without, identify the meaning of the word <i>careless</i> ).	Use a known word to determine the meaning of an unknown word with an affix (e.g., based on the meaning of the word <i>agreeable</i> , determine the meaning of the word <i>disagreeable</i> ).

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Language and Foundations (L)**

<b>ELAGSE3.L.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to determine the meaning of an unknown word with a known root word.	Match known root words with unknown words containing the same root.  Identify possible meanings of an unknown word, based on the meaning of the root.	Identify the meaning of an unknown word, using a known root word as a clue.	Use a known root word to determine the meaning of an unknown word with the same root.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Language and Foundations (L)**

<b>ELAGSE3.L.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
	d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
<b>Least complex</b>	
	<b>Most complex</b>

Make a differentiated response to identify a reference material.	Identify the meaning of a word in a beginning dictionary.	Use reference materials to identify the precise meaning of an isolated word or a word within a phrase.	Use reference materials to clarify the precise meaning of words and phrases.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

Grade 3: ELA: Language and Foundations (L)

<b>ELAGSE3.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>Least complex</b>	<b>Most complex</b>

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Identify the literal meaning of a word or phrase in a given sentence.	Identify the nonliteral meaning of a word or phrase.	Distinguish whether the literal or nonliteral meaning of a word or phrase is being used in context.  Match a literal word or phrase to its nonliteral meaning.

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Language and Foundations (L)**

<b>ELAGSE3.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>
b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>Least complex</b>	<b>Most complex</b>

<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>	<i>Using the student's primary mode of communication when writing or speaking:</i>
	Match a word with a given real-life image (e.g., match warm with sun).	Identify a word that describes a given noun (e.g., ice: cold).	Identify real-life connections between words and their use (e.g., note things at school that are colorful).

Any text utilized within the standard extensions can be adapted to meet the student's cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Language and Foundations (L)**

<b>ELAGSE3.L.5</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>	
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	
<b>Least complex</b>		<b>Most complex</b>

	Match words that describe feelings or states of mind (e.g., happy and glad).	Match words that describe states of mind (e.g., think and believe).	Order words/phrases that describe levels of feelings or states of mind.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Foundational (RF)**

<b>ELAGSE3.RF.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
a.	Identify and know the meaning of the most common prefixes and suffixes.
<b>Least complex</b>	<b>Most complex</b>

	Match the meaning to prefixes and/or suffixes (e.g., “not” to “dis-“).	Identify the prefix and suffix when given known and new word (e.g., pre- when given heat/preheat).	Identify prefix/suffix and match the meaning to words with prefix and/or suffixes attached.
		Match the meaning to words with prefix and/or suffixes attached.	Add the appropriate prefix and/or suffix to the word to match the meaning given.

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Foundational (RF)**

<b>ELAGSE3.RF.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
a.	Read on-level text with purpose and understanding.
<b>Least complex</b>	
	<b>Most complex</b>

	Answer basic comprehension questions (who, what, where, and/or when) based upon an adapted text with grade level content.	Find text which answers a comprehension question within an adapted text with grade level content.	Answer complex comprehension questions (how and/or why) in relation to an adapted text with grade level content.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Foundational (RF)**

<b>ELAGSE3.RF.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
<b>Least complex</b>	<b>Most complex</b>

	State a given repeated line when prose or poetry is read aloud.	Identify a repeated line within prose or poetry.	Identify and state one or more repeated lines at the appropriate times within prose or poetry.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Foundational (RF)**

<b>ELAGSE3.RF.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Least complex</b>	<b>Most complex</b>

	Reread a phrase/sentence within a text when prompted to correct a mistake.	Identify a mistake made while reading.	Self-correct a mistake made while reading.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.1</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to identify a possible answer to a question about an informational text.</p> <p>Make a differentiated response to identify a possible question about an informational text.</p>	<p>Answer basic comprehension questions (who, what, where, and/or when) about an informational text.</p>	<p>Identify key details in an informational text.</p>	<p>Answer complex comprehension questions in relation to an informational text (e.g., how and/or why) by stating the appropriate part of an informational text.</p> <p>Produce relevant questions about an informational text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.2</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Make a differentiated response to provide the main idea of an informational text.</p> <p>Make a differentiated response to provide a key detail of an informational text.</p>	<p>Identify key details from an informational text which could lead to the identification of a main idea.</p>	<p>Identify the main idea of an informational text.</p> <p>Recount key details in an informational text.</p>	<p>Match the main idea and at least one supporting detail within an informational text.</p> <p>Describe the main idea of an informational text using at least one supporting detail.</p>
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**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.3</b>	<b>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</b>
<b>Least complex</b>	<b>Most complex</b>

Communicate a response to describe the relationship between concepts found in an informational text.	Identify one or more individuals, events, or activities from an informational text.	Identify the context (e.g., time frame, purpose, or intended audience) of an informational text.  Sequence (e.g., first/last, cause/effect) a series of events or activities in an informational text.	Identify similarities between two individuals, events, or activities in an informational text.  Identify differences between two individuals, events, or activities in an informational text.  Identify the connection between two individuals, events, or activities in an informational text.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.4</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>
<b>Least complex</b>	<b>Most complex</b>

Communicate a response given the meaning of general academic or domain-specific words and phrases within an informational text.  Touch or manipulate materials representing general academic and domain-specific words and phrases within an informational text.	Locate academic and domain-specific words within an informational text.	Match words with sentence/phrases giving the meaning as found in the informational text.	Identify sentence/phrases giving the meaning of academic and domain-specific words within the informational text.  Answer questions about unknown words or phrases by utilizing phrases/sentences found in the informational text.
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.5</b>	<b>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.</b>			
<b>Least complex</b>				<b>Most complex</b>
	Find text features (bold text, illustrations, headings) within an informational text.	Locate key words and phrases within text features (bold text, illustrations, headings) in an informational text.	Locate key facts and information using text features (e.g., headings, table of contents, glossaries, indices, captions, bold print icons) within an informational text.	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.6</b>	<b>Distinguish their own point of view from that of the author of a text.</b>
<b>Least complex</b>	<b>Most complex</b>

	<p>Identify the author of an informational text.</p> <p>Identify personal point of view about an informational text.</p>	<p>Identify words/phrases/sentences from an informational text which describe the author’s point of view.</p> <p>Indicate whether personal point of view agrees or disagrees with the point of view of the author of an informational text.</p>	<p>Sort words/phrases/sentences which relate to the author’s and personal point of view related to an informational text.</p>
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Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.7</b>	<b>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).</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially to identify an illustration from an informational text.</p> <p>Communicate a response stating information gained from an illustration from an informational text.</p> <p>Touch or manipulate an illustration to answer a question about an informational text.</p>	<p>Match identical illustrations from an informational text.</p> <p>Locate an illustration within an informational text by matching to an identical illustration.</p>	<p>Locate an illustration within an informational text which depicts a given aspect of the text (who, where, key events).</p>	<p>Use illustrations in an informational text to identify its key ideas.</p> <p>Identify part(s) of an illustration found in an informational text which describe an aspect of the text.</p>
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**Grade 3: ELA: Reading Informational (RI)**

<b>ELAGSE3.RI.8</b>	<b>Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</b>			
<b>Least complex</b>				<b>Most complex</b>
Communicate a response describing a connection between sentences and paragraphs in an informational text.	Identify common words/phrases within different sections of an informational text.	Place phrases/sentences found within an informational text in a sequence (i.e., this sentence was first, second, last).	Sequence information found in informational text in a format appropriate to the text (e.g., first/last, or cause/effect).	

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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.1</b>	<b>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to identify the answer to a question about a literary text.</p> <p>Make a differentiated response to identify an appropriate question to ask about a literary text.</p>	<p>Answer basic comprehension questions in relation to a literary text (who, what, where, and/or when).</p>	<p>Identify key details in a literary text (e.g., story or poem).</p>	<p>Answer complex comprehension questions in relation to a literary text (how and/or why) by stating the appropriate part of the text.</p> <p>Produce relevant questions about a literary text.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.2</b>	<b>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to answer a question about a fable, folktale, and/or myth.</p> <p>Communicate a response to recount part of a fable, folktale, and/or myth.</p> <p>Touch or manipulate materials to answer a question about a fable, folktale, and/or myth.</p> <p>Identify materials representing a key event from a fable, folktale, and/or myth.</p>	<p>Identify events that should be included in a summary of a literary text (e.g., story, fable, folktale, or myth).</p>	<p>Identify key details from a literary text which could lead to the identification of a central message or lesson.</p> <p>Identify events that occurred at the beginning and end of a literary text (e.g., story, fable, folktale, or myth).</p>	<p>Identify a central lesson or message conveyed in a literary text.</p> <p>Sequence key events found in a literary text (e.g., story, fable, folktale, or myth) to provide a summary of the text.</p>	

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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.3</b>	<b>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</b>			
<b>Least complex</b>				<b>Most complex</b>
<p>Make a differentiated response to describe a character in a literary text.</p> <p>Communicate a response to describe a character in a literary text.</p> <p>Touch or manipulate materials to describe a character in a literary text.</p>	<p>Identify the main character(s) in a literary text.</p>	<p>Match a character with a description of his/her traits, motivations, or feelings within a literary text.</p>	<p>Identify an explanation of how a character's actions contribute to an event in a story.</p>	

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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.4</b>	<b>Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.</b>
<b>Least complex</b>	<b>Most complex</b>

Communicate a response giving the meaning of words and phrases within a literary text.  Touch or manipulate materials representing words and phrases within a literary text.	Locate literal words within a literary text.	Match literal words with sentence/phrases giving the meaning as found in a literary text.  Locate non-literal language within a literary text.	Locate sentence/phrases giving the meaning of literal words within the literary text.  Match non-literal words/phrases found within a literary text with possible meaning.
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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.5</b>	<b>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</b>
<b>Least complex</b>	<b>Most complex</b>



	Identify the beginning and end of a literary text.	<p>Identify repeated words or phrases in a literary text that signal a change in the plot or announce a character.</p> <p>Identify the beginning, middle, and end of a literary text, including story, drama, and poem.</p> <p>Complete repeated words or phrases in a literary text that signal a change in the plot or announce a character.</p>	<p>Identify a specific part of a literary story, drama, or poem (i.e., second chapter, third scene, last stanza).</p> <p>Match literary terms (e.g., stanza, scene, chapter) to the types of literary text (story, drama/play, poem) in which it is found.</p>

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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.6</b>	<b>Distinguish their own point of view from that of the narrator or those of the characters.</b>
<b>Least complex</b>	<b>Most complex</b>

	<p>Identify the narrator of a literary text.</p> <p>Identify the character who is “speaking” in a literary text.</p> <p>Identify their own point of view about an event, action, or character within a literary text.</p>	<p>Match point(s) of view with the character(s) in a literary text.</p> <p>Indicate whether they agree or disagree with the point of view of the character(s) or narrator in a literary text.</p> <p>Identify words/phrases/sentences from a literary text which describe the narrator’s or character’s point of view.</p>	<p>Identify the narrator’s or character’s point of view in reference to a literary text.</p> <p>Sort words/phrases/sentences which relate to the narrator’s or character’s and personal point of view of a literary text.</p>
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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.7</b>	<b>Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</b>
<b>Least complex</b>	<b>Most complex</b>

Respond differentially to identify an illustration from a literary text.  Communicate a response stating information gained from an illustration within a literary text.  Touch or manipulate an illustration to answer a question about a literary text.	Identify an illustration of a character, setting, or action of a literary text.  Match identical illustrations from a literary text.	Match illustrations to different aspects (character, setting, action, mood) of a literary text.	Identify a particular mood or emotion evoked by an illustration of a setting or character within a literary text.  Identify part(s) of an illustration found in a literary text which describe an aspect of the story.
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**Grade 3: ELA: Reading Literary (RL)**

<b>ELAGSE3.RL.9</b>	<b>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</b>			
<b>Least complex</b>				<b>Most complex</b>
	<p>Identify the adventures or experiences of a character in a literary story.</p> <p>Match characters, setting, or plot to the appropriate literary story written by the same author.</p>	<p>Sort aspects (characters, settings, actions/plot) of two or more literary stories by the same author.</p> <p>Match actions taken in different literary stories by the same author to the appropriate character.</p>	<p>Identify similarities and/or differences in the adventures or experiences of one or more characters in a literary story by the same author.</p> <p>Identify common themes in multiple literary texts (e.g., stories or poems) by the same author.</p>	

Any text utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating multiple location/multiple message AAC device, consistent eye gaze, pointing/gesturing to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>
	a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>
Make a differentiated response to identify sentences which introduce a topic and state an opinion.	Identify statements/sentences that introduce a topic or text.  Identify statements/sentences that state an opinion.  Identify an organizational structure that lists reasons to support an opinion.	Complete statements/sentences that introduce a topic or text.  Complete statements/sentences that state an opinion.  Complete an organizational structure that lists reasons to support an opinion.	Develop sentences that introduce a topic.  Develop sentences that that state an opinion.  Develop an organizational structure that lists reasons to support an opinion.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>
b.	Provide reasons that support the opinion.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>
Make a differentiated response to provide one support for a stated opinion.	Match opinion statements/sentences with supporting reasons.  Identify statements/sentences that provide reasons for an opinion.	Complete statements/sentences that provide reasons for an opinion.	Develop sentences that provide reasons for an opinion.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>
	c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>
Make a differentiated response to identify an object or a linking word/phrase that connects an opinion and reason.	Identify a linking word/phrase within a statement/sentence that connects an opinion and reason.	Add a linking word/phrase within a statement/sentence to connect an opinion and reason.	Develop a sentence that contains words/phrases to connect an opinion and reason.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.1</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>
	d. Provide a concluding statement or section.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>	<i>Utilizing written/visual material (including symbols and objects) within a written opinion piece:</i>
Make a differentiated response to provide a concluding statement.	Identify statements/sentences that provide a conclusion.	Complete statements/sentences that provide a conclusion.	Develop sentences that provide a conclusion.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>
Make a differentiated response to identify statements/sentences that introduce a topic.	Identify a topic.  Identify a group of related ideas presented as words or phrases.	Complete statements/sentences that introduce a topic.  Complete statements/sentences about related information.  Identify an appropriate illustration for a specific idea.	Identify sentences that introduce a topic in a given stimulus text.  Identify statements/sentences about related information.  Identify sentences/sections that would benefit from the use of an illustration.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
b.	Develop the topic with facts, definitions, and details.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>
<p>Make a differentiated response to an object or a statement which provides a fact, definition, or detail about a topic.</p> <p>Communicate a response which provides a fact, definition, or detail about a topic.</p> <p>Touch or manipulate material which provides a fact, definition, or detail about a topic.</p>	<p>Identify a main idea or key detail to develop a given topic.</p>	<p>Complete a statement/sentence which provides a fact, definition, and/or detail about a topic.</p>	<p>Identify sentences that provide facts, definitions, or details about a topic.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.2</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
	c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>
Make a differentiated response to identify an object or words/phrases used to link ideas.	Identify a word/phrase used to link ideas in a given sentence.	Complete statements/sentences that use words/phrases to link ideas.	Identify sentences using words/phrases to link ideas.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.2</b>		<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
	d.	Provide a concluding statement or section.	
<b>Least complex</b>			<b>Most complex</b>
<i>Utilizing written/visual material (including symbols and objects) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>	<i>Utilizing written/visual material (including symbols) within a written informative/ explanatory text:</i>
Make a differentiated response to identify statements/sentences that provide a conclusion for an informational topic.	Identify a concluding statement/sentence for a given topic.	Complete a concluding statement/sentence.	Identify a sentence/statement that provides a conclusion for a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
<b>Least complex</b>	<b>Most complex</b>

<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to identify statements/sentences that introduce a narrator and/or character.	Identify statements/sentences that introduce a narrator and/or characters in a given story topic.	Identify an event sequence that unfolds naturally.  Complete statements/sentences that introduce a narrator and/or characters.	Complete an event sequence that unfolds naturally.  Identify statements/sentences that introduce a narrator and/or characters in a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 3: ELA: Writing (W)

<p><b>ELAGSE3.W.3</b></p>	<p><b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p>	
	<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
	<p>Identify words/phrases to describe the action of a character for a given topic.</p> <p>Identify words/phrases to describe an event for a given topic.</p>	<p>Complete dialogue statements/sentences.</p> <p>Identify words/phrases which describe the thoughts, feelings, and/or responses of a character in a given topic.</p> <p>Complete statements/sentences which describe the action of a character.</p> <p>Complete statements/sentences which describe an event.</p>	<p>Identify dialogue for characters appropriate to a situation.</p> <p>Complete sentences which describe the thoughts, feelings, and responses of a character.</p> <p>Identify sentences which describe the action of a character.</p> <p>Identify sentences which describe an event.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<p><b>ELAGSE3.W.3</b></p>	<p><b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p>		
	<p>c. Use temporal words and phrases to signal event order.</p>		
<p><b>Least complex</b></p>			<p><b>Most complex</b></p>
<p><i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>	<p><i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i></p>
<p>Make a differentiated response to identify temporal words/phrases used to signal event order.</p>	<p>Identify temporal words/phrases in a given sentence.</p>	<p>Complete a statement/sentence using a temporal word/phrase to signal event order.</p>	<p>Identify sentences that correctly use temporal words/phrases to signal event order.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.3</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>		
	d. Provide a sense of closure.		
<b>Least complex</b>			<b>Most complex</b>
<i>Utilizing written/visual material (including symbols and objects) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>	<i>Utilizing written/visual material (including symbols) within a written narrative to develop real or imagined experiences or events:</i>
Make a differentiated response to provide a sense of closure to a narrative.	Identify a concluding statement/sentence for a given topic.	Complete a concluding statement/sentence.	Identify a sentence/statement that provides a conclusion for a given stimulus text.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Writing (W)**

<b>ELAGSE3.W.5</b>	<b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</b>
<b>Least complex</b>	<b>Most complex</b>

<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>	<i>With a peer or adult AND utilizing writing produced by the student:</i>
Respond differentially to indicate the desire to change part of a written piece.  Respond differentially to indicate the completion of a written piece.  Communicate a response to indicate the desire to change or the completion of a written piece.	Identify one or more sentence(s)/statement(s) to revise.	Identify one or more sentences to revise and ask for suggestions.	Identify one or more sentences to revise and make revisions.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 3: ELA: Writing (W)

ELAGSE3.W.7		Conduct short research projects that build knowledge about a topic.	
Least complex		Most complex	
<p><i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written research project:</i></p> <p>Respond differentially to an object or a statement which relates to a research project topic.</p> <p>Communicate a response which relates to a research project topic.</p> <p>Touch or manipulate material which relates to a research project topic.</p>	<p><i>Utilizing written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Identify answers to a research question as found in print resources and/or digital tools.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Locate and record answers to a research question using a single print resource and/or digital tool.</p>	<p><i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written research project:</i></p> <p>Locate and record answers to a research question using more than one print resource and/or digital tool.</p>

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

Grade 3: ELA: Writing (W)

ELAGSE3.W.8		Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
Least complex		Most complex	
<i>Utilizing written/visual material (including symbols and objects) AND is utilized within a written piece:</i>	<i>Utilizing written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>	<i>Utilizing a variety of written/visual material (including symbols) AND is utilized within a written piece:</i>
Respond differentially to an object or a statement which relates to an experience.  Communicate a response which relates to an experience.  Touch or manipulate material which relates to an experience.	Identify a sentence that recalls an experience.  Identify two or more sentences that relate information from a print or digital source.  Identify sentences which identify two or more categories of given facts.	Complete a statement/sentence that recalls an experience.  Complete a statement/sentence that relates information from a print or digital source.  Complete a statement/sentence which identifies the category of given facts.	Produce a sentence that recalls an experience.  Produce a sentence that relates information from a print or digital source.  Produce sentences which identify two or more categories of given facts.

Skills listed are to be utilized in and lead to the development of a complete, final written product which is lasting and can be read by others.

Students may use their preferred mode of written expression to independently respond to complete skills. This includes consistent eye gaze to make a choice of item/statement/sentence, give/hold/point to object/print/tactile symbols/words, using symbols/words.

**Grade 3: ELA: Speaking and Listening (SL)**

<b>ELAGSE3.SL.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>Least complex</b>	<b>Most complex</b>

<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication with multiple teachers/peers:</i>	<i>Using the student's primary mode of communication with multiple people and on different topics:</i>	<i>Using the student's primary mode of communication with multiple people, on different topics, and in different locations:</i>
Respond differentially to identify a statement to be included in a discussion.  Provide a statement to another person.	Provide one or more statements within a discussion.  Listen to the ideas/questions of others before responding.	Initiate a discussion.  Listen to the ideas/questions of others before responding.	Initiate a discussion.  Listen to the ideas/questions of others before responding.

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

Grade 3: ELA: Speaking and Listening (SL)

<p><b>ELAGSE3.SL.2</b></p>	<p><b>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p>		
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>	
<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p>	<p><i>After listening to a text or watching/listening to other media AND using the student's primary mode of communication:</i></p>
<p>Respond differentially to identify the main idea and/or supporting detail of the information presented in diverse media and formats.</p> <p>Communicate a response stating the main idea and/or supporting detail of information presented in diverse media and formats.</p> <p>Touch or manipulate materials representing the main idea and/or supporting detail of information presented in diverse media and formats.</p> <p>Identify material related to the main idea and/or supporting detail of information presented in diverse media and formats.</p>	<p>Identify a key detail from information presented in diverse media and formats.</p>	<p>Identify the main idea of information presented in diverse media and formats.</p>	<p>Identify more than two key details from the information presented in diverse media and formats.</p> <p>Identify main idea(s) and key detail(s) from information presented in diverse media and formats.</p>

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

**Grade 3: ELA: Speaking and Listening (SL)**

<b>ELAGSE3.SL.4</b>	<b>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</b>		
<b>Least complex</b>			<b>Most complex</b>
<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>	<i>Using the student's primary mode of communication:</i>
Respond differentially to identify a statement to be included in a report.  Present one piece of information to others.	Present two pieces of information related to one topic using complete sentences.	Present more than two pieces of information related to one topic using complete sentences.	Present information related to a topic using complete sentences and at a pace that allows understanding by the listener(s).

Students may use their preferred mode of communication to independently respond to complete skills. This includes activating a voice output device, consistent eye gaze to make a choice of item to be presented to others, gesture, give/hold/point to items/print/tactile symbols/words, sign language, or speech.

# Grade 3: Mathematics

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<b>MGSE3.OA.1</b>	<b>Interpret products of whole numbers, e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as <math>5 \times 7</math>.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a step needed to group objects.</p> <p>Manipulate materials to be grouped and/or counted.</p>	<p>Skip count the number of objects in an array to demonstrate repeated addition.</p> <p>Group up to 10 objects in an array that demonstrates the concept of repeated addition.</p> <p>Represent problems involving repeated addition (e.g., giving 3 students 2 snacks each is represented by <math>2 + 2 + 2</math>).</p>	<p>Group up to 20 objects in an array that demonstrates the concept of multiplication using two equal groups of objects (e.g., 2 groups of 3 is the same as <math>3 \times 2</math>).</p> <p>Match number sentences representing repeated addition to the number sentence representing multiplication (e.g., <math>2 + 2 + 2</math> is the same as <math>2 \times 3</math>).</p> <p>Identify the number sentence that demonstrates the concept of multiplication as shown with a given array of objects.</p>	<p>Group up to 30 objects in an array that demonstrates the concept of multiplication using equal groups of objects (e.g., 5 groups of 6 is the same as <math>6 \times 5</math>).</p> <p>Match number sentences showing multiplication to different arrays of manipulatives.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<p><b>MGSE3.OA.2</b></p>	<p><b>Interpret whole number quotients of whole numbers, e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as <math>56 \div 8</math>.</b></p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

<p>Respond differentially to identify the partitioning of materials into equal shares during an activity.</p> <p>Communicate a step needed to share objects equally or count the equal shares.</p> <p>Manipulate materials into groups and/or count groups to find a final answer.</p>	<p>Separate up to 12 objects by a given amount (e.g., 12 items into groups of 3).</p>	<p>Identify the number of items in a group when up to 20 objects are divided equally by a given amount (e.g., there are 5 items in each group when 15 objects are separated into 3 groups).</p> <p>Represent problems involving repeated subtraction (e.g., how many times can you subtract groups of 2 from 6?).</p> <p>Identify the number sentence that demonstrates the concept of division using a given array of objects.</p>	<p>Represent repeated grouping within 30 (e.g., 18 items can be separated into how many groups of 9 and how many items are in each group when 18 items are separated into 3 groups?).</p> <p>Match a number sentence showing division to different arrays of manipulatives.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<p><b>MGSE3.OA.3</b></p>	<p><b>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.</b>  <b>‡See Glossary: Multiplication and Division Within 100.</b></p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

	<p>Group objects together given a stated or written amount (e.g., make 3 groups of 4 items each).</p> <p>Separate objects presented into groups given a stated or written amount (e.g., 12 items separated into 3 groups).</p>	<p>Identify the number of groups to be made and the number of items in each group within a multiplication word problem.</p> <p>Identify the number of items to be counted and the number of groups to be made within a division word problem.</p>	<p>Match a written equation (with a symbol for the unknown number) to a written or stated word problem.</p> <p>Solve word problems involving making multiple groups of items, using manipulatives.</p> <p>Solve word problems involving separating a given group of items into equal groups, using manipulatives.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<b>MGSE3.OA.4</b>	<b>Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. For example, determine the unknown number that makes the equation true in each of the equations, <math>8 \times ? = 48</math>, <math>5 = \square \div 3</math>, <math>6 \times 6 = ?</math>.</b>	
<b>Least complex</b>		<b>Most complex</b>

	<p>Identify the missing element within a number sentence which includes a symbol (e.g., is the missing number in <math>8 \times ? = 48</math>).</p> <p>Identify whether the process to answer a number sentence is to make groups to an amount (multiplication) or put items from an amount into groups (division).</p>	<p>Solve simple multiplication number sentences utilizing manipulatives.</p> <p>Solve simple division number sentences utilizing manipulatives.</p>	<p>Solve multiplication problems involving unknown variables in simple one-digit number sentences.</p> <p>Solve division problems involving unknown variables in simple one-digit number sentences.</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

MGSE3.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.)	
Least complex		Most complex

	<p>Create groups of objects to demonstrate the commutative property of multiplication (e.g., 4 groups of 2 squares equals 2 groups of 4 squares).</p> <p>Create groups of objects to demonstrate the commutative property of division (e.g., 12 squares can be divided into 3 groups of 4 or 4 groups of 3).</p>	<p>Demonstrate the commutative property of multiplication using arrays (e.g., 2 groups of 3 objects is equal to 3 groups of 2 objects).</p> <p>Demonstrate the commutative property of division using arrays (e.g., 12 items divided into 3 groups of 4 is equal to 12 items divided into 4 groups of 3).</p>	<p>Match written problems that demonstrate the commutative properties of multiplication (e.g., <math>2 \times 3 = 6</math> and <math>3 \times 2 = 6</math>) to visual representation.</p> <p>Match written problems that demonstrate the commutative properties of division (e.g., <math>12 \div 4 = 3</math> and <math>12 \div 3 = 4</math>) to visual representation.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<b>MGSE3.OA.6</b>	<b>Understand division as an unknown-factor problem. For example, find <math>32 \div 8</math> by finding the number that makes 32 when multiplied by 8.</b>
<b>Least complex</b>	<b>Most complex</b>

	<p>Identify when a situation shows a relationship between creating groups and sharing objects (e.g., 5 groups of 2 has 10 objects, 10 objects can be separated into 5 groups of 2).</p>	<p>Match number sentences to demonstrate the relationship between multiplication and division (e.g., <math>8 \div 2 = 4</math> is the same as <math>4 \times 2 = 8</math>).</p> <p>Demonstrate the relationship between multiplication and division using manipulatives (e.g., make 2 groups of 3 items, combine and count, then separate total into 2 groups of 3 items).</p> <p>Identify the process while demonstrating the relationship between multiplication and division using manipulatives (e.g., division shows <math>8 \div 2</math> is 8 objects divided into 2 groups of 4, which multiplication shows is equal 4 groups of 2 or <math>4 \times 2</math>).</p>	<p>Create number sentences to demonstrate the relationship between multiplication and division (e.g., <math>8 \div 2 = 4</math> is the same as <math>4 \times 2 = 8</math>).</p> <p>Identify the process of multiplication and division when shown examples of the inverse relationship (e.g., division shows <math>8 \div 2</math> is 8 objects divided into 2 groups of 4, which multiplication shows is equal 4 groups of 2 or <math>4 \times 2</math>).</p>

Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<b>MGSE3.OA.7</b>	<b>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</b>	
<b>Least complex</b>		<b>Most complex</b>

	<p>Solve multiplication problems with a multiplier 1, 2, 5, or 10.</p> <p>Solve division problems within 100 with a divisor of 1, 2, 5, or 10.</p>	<p>Solve multiplication problems with a multiplier 1, 2, 3, 4, 5, or 10.</p> <p>Solve division problems within 100 with a divisor of 1, 2, 3, 4, 5, or 10.</p>	<p>Solve multiplication problems with multipliers of 1–10.</p> <p>Solve division problems within 100 with divisors of 1–10.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<b>MGSE3.OA.8</b>	<b>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.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a step needed to solve problems using one of the four operations.</p> <p>Manipulate materials as they are utilized to solve word problems using one of the four operations.</p>	<p>Identify one step of a two-step word problem.</p> <p>Solve one step of a two-step word problem.</p>	<p>Solve one-step word problems using one of the four operations.</p> <p>Identify the components and steps to be taken to solve a two-step word problem (e.g. group(s) of item(s), count, put together take away, group).</p> <p>Identify the placement of a symbol to represent one or more unknown quantities in number sentences based upon a two-step word problem.</p>	<p>Solve two-step word problems using any of the four operations.</p> <p>Represent a word problem using a number sentence and appropriate symbols (+, -, ×, ÷, =).</p> <p>Choose whether an estimate or exact amount is needed in a given situation.</p> <p>Use estimation to approximate the solution to a one-step word problem.</p> <p>Use estimation to determine the reasonableness of a solution to a one-step word problem.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

Students may use their preferred mode of communication to independently respond to complete skills. This includes consistent eye gaze, pointing/gesturing/orienting to items/print/tactile symbols/words, sign language, speech, and/or the utilization of low technology to high technology AAC systems.

**Grade 3: Mathematics: Operations and Algebraic Thinking (OA)**

<p><b>MGSE3.OA.9</b></p>	<p><b>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.</b>  <b>‡ See Glossary, Table 3.</b></p>
<p><b>Least complex</b> ←  <b>Most complex</b></p>	

<p>Respond differentially to identify a given number pattern with materials.</p> <p>Communicate a response to indicate last number counted in a number pattern.</p> <p>Manipulate materials to be grouped and/or counting groups to find final answer.</p>	<p>Reproduce a given number pattern.</p> <p>Extend a repeating number patterns, utilizing up to 10 manipulatives.</p>	<p>Extend an addition or subtraction pattern (e.g., adding by 2s, subtracting by 3s) given the rule.</p>	<p>Identify an addition or subtraction pattern within a given table.</p>
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**Grade 3: Mathematics: Number and Operations in Base Ten (NBT)**

<b>MGSE3.NBT.1</b>	<b>Use place value understanding to round whole numbers to the nearest 10 or 100.</b>		
<b>Least complex</b>			<b>Most complex</b>
	Identify the numeral in the place used to round a two-digit whole number to the nearest 10 (e.g., given the number 16, 6 is the numeral used to round the number 16 to 20).	Identify the numeral in the place used to round a three-digit whole number to the nearest 100.  Round two-digit whole numbers to the nearest 10 using place value materials.	Identify the numeral in the place used to round a three-digit whole number to the nearest 10.  Round three-digit whole numbers to the nearest 100 using place value materials.

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**Grade 3: Mathematics: Number and Operations in Base Ten (NBT)**

<b>MGSE3.NBT.2</b>	<b>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.</b>			
<b>Least complex</b>				<b>Most complex</b>
	<p>Add (without regrouping) single digit by single digit numbers using manipulatives.</p> <p>Subtract (without regrouping) single digit by single digit numbers using manipulatives.</p>	<p>Add (without regrouping) double digit by double digit numbers.</p> <p>Subtract (without regrouping) double digit by double digit numbers.</p>	<p>Add (without regrouping) three-digit by three-digit numbers.</p> <p>Subtract (without regrouping) three-digit by three-digit numbers.</p>	

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**Grade 3: Mathematics: Number and Operations in Base Ten (NBT)**

<b>MGSE3.NBT.3</b>	<b>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</b>			
<b>Least complex</b>				<b>Most complex</b>
	Use manipulatives in groups of 10 to multiply by a whole number by counting groups to that number.	Match manipulatives in multiples of 10s (in the range of 0–90) to its whole number representation (e.g., 4 groups of 10 is 40).	Multiply one-digit numbers by 10 (in the range of 10–90) using manipulatives, repeated addition, skip counting by tens or place value strategies.	

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Grade 3: Mathematics: Number and Operations– Fractions (NF)

<p><b>MGSE3.NF.1</b></p>	<p>Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction <math>\frac{a}{b}</math> as the quantity formed by a parts of size <math>\frac{1}{b}</math>. For example, <math>\frac{3}{4}</math> means there are three <math>\frac{1}{4}</math> parts, so <math>\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}</math>.</p>
<p>Least complex</p>	<p style="text-align: center;">  </p> <p style="text-align: right;">Most complex</p>

<p>Respond differentially to identify the partitioning of parts from a whole utilizing materials.</p> <p>Communicate a step needed to partition parts from a whole.</p> <p>Communicate a response giving the fraction related to a partitioned part of a whole.</p> <p>Manipulate materials that demonstrate that objects can be divided into equal parts and parts can be assembled to make a whole.</p>	<p>Identify concepts of whole and half using manipulatives and/or familiar objects.</p> <p>Partition a whole into 2, 3 or 4 equal parts using visual models or manipulatives.</p> <p>Identify the number of equal parts by which a whole has been partitioned.</p>	<p>Match visual or manipulative representation of simple fractions to the name of the fraction.</p> <p>Identify parts of a whole using visual fraction models and/or objects (e.g., <math>\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{6}, \frac{1}{8}</math>).</p>	<p>Create visual representation of simple fractions.</p> <p>Determine the size of a unit fraction by using same sized pieces to create a whole. (e.g., If you need 4 pieces to make a whole the unit fraction is <math>\frac{1}{4}</math>).</p> <p>Identify written fractions with like denominators (<math>\frac{1}{4}</math> with <math>\frac{2}{4}, \frac{1}{3}</math> with <math>\frac{2}{3}</math>).</p>
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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.2</b>	<b>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</b>
a.	Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ . Recognize that a unit fraction $\frac{1}{b}$ is located $\frac{1}{b}$ whole units from 0 on the number line.
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a step needed to partition parts on a number line.</p> <p>Communicate a response giving the fraction related to a partitioned part of a number line.</p> <p>Manipulate materials that represent fractions on a number line diagram.</p>	<p>Match visual representations of fractional number lines (e.g., number lines representing <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, and <math>\frac{1}{4}</math>).</p>	<p>Show a fraction by partitioning a number line from 0 to 1 into equal parts (e.g., partition a number line into 2 equal parts when shown <math>\frac{1}{2}</math>).</p> <p>Identify the fraction shown by the partitioning of a number line from 0 to 1 into equal parts (e.g., one part of the number line partitioned into 3 parts is <math>\frac{1}{3}</math>).</p>	<p>Determine the size of a unit fraction by using same sized pieces to create a whole number line (e.g., if you need 4 pieces to make a whole, the unit fraction is <math>\frac{1}{4}</math>).</p> <p>Label fractions on a number line.</p>
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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.2</b>	<b>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</b>
b.	Represent a non-unit fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths of $\frac{1}{b}$ (unit fraction) from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the non-unit fraction $\frac{a}{b}$ on the number line.
<b>Least complex</b>	<b>Most complex</b>

	Match visual representation of a given number of partitions to a fractional number line (e.g., $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent).	Identify the visual representation of a given number of partitions on a fractional number line (e.g., $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent).	Label fractions on a number line.
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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.3</b>	<b>Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.</b>
	a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
<b>Least complex</b>	

Communicate a response stating an equivalent fraction.  Manipulate materials that represent equivalent fractions.	Match fractions represented by manipulatives and/or on a number line.	Match equivalent fractions using manipulatives and/or on a number line.	Identify equivalent fractions using manipulatives and/or on a number line.  Determine whether two fractions are equivalent by using a fraction number line, manipulatives, or technology.
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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.3</b>	<b>Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.</b>
	b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., $\frac{1}{2} = \frac{2}{4}, \frac{4}{6} = \frac{2}{3}$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
<b>Least complex</b>	
	<b>Most complex</b>

	Match equivalent fractions represented by manipulatives and/or on a number line.	Identify equivalent fractions using manipulatives and/or on a number line.	Create equivalent fractions using manipulatives or on a number line.

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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.3</b>	<b>Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.</b>	
	c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{6}{2}$ (3 wholes is equal to six halves); recognize that $\frac{3}{1} = 3$ ; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.	
<b>Least complex</b>		<b>Most complex</b>

	Manipulate equal parts of an object to create a whole.	Manipulate equal parts of two or more whole objects to make equivalent whole numbers.	Identify fractions that are equivalent to whole numbers by manipulating equal parts of two or more whole objects.

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**Grade 3: Mathematics: Number and Operations– Fractions (NF)**

<b>MGSE3.NF.3</b>	<b>Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.</b>
	d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions e.g., by using a visual fraction model.
<b>Least complex</b>	<b>Most complex</b>

Communicate a step needed to compare fractions.  Manipulate materials that represent different fractions.	Compare fractions of the same whole to determine which is larger.	Compare fractions using the terms “greater than”, “less than”, or “equal to”.  Compare parts of a whole (quarters, thirds, halves) to determine relative size of each $(\frac{1}{2}, \frac{1}{3}, \frac{1}{4})$ using manipulatives or visual models.	Order fractions on a number line.  Order fractions utilizing manipulatives or visual models.  Record results of the comparisons of two fractions using symbols ( $<$ , $=$ , $>$ ).
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.1</b>	<b>Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation of a clock face, etc.</b>
<b>Least complex</b>	<b>Most complex</b>



	<p>Identify time on a digital clock.</p> <p>Solve word problems involving elapsed time intervals in hours.</p>	<p>Determine intervals of time before and after a given time in half-hour intervals (e.g., what time is 30 minutes before 2:30?).</p>	<p>Determine intervals of time before and after a given time in quarter-hour intervals (e.g., what time is 15 minutes after 2:30?).</p> <p>Solve word problems involving addition and subtraction of time in minutes.</p>
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**Grade 3: Mathematics: Measurement and Data (MD)**

<p><b>MGSE3.MD.2</b></p>	<p><b>Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</b></p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

<p>Respond differentially to identify an estimate of the liquid volume or mass of an object.</p>	<p>Match the appropriate unit of measure for measuring liquid volumes and/or masses of objects.</p> <p>Using one unit of measurement (grams, kilograms or liters), solve a real world, one-step word problem using addition, with manipulatives.</p>	<p>Measure or estimate the liquid volume and/or mass of an object (grams, kilograms, and liters).</p> <p>Solve one-step addition or subtraction problems using a single unit of measurement (e.g., all problems focus on liters).</p>	<p>Select the best measure of liquid volume and/or mass of up to three objects using units of grams, kilograms, and liters.</p> <p>Solve real world, one-step multiplication or division problems using a single unit of measurement (e.g., all problems focus on liters).</p>
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.3</b>	<b>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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially to identify where a data set is to be added to a picture or bar graph.</p> <p>Communicate a step needed to draw a scaled graph.</p> <p>Communicate a step needed to solve a problem related to data presented in a scaled graph.</p> <p>Manipulate materials representing data to be added to a graph.</p>	<p>Identify pictures representing different data sets to be utilized within a picture graph.</p> <p>Answer questions about “more” and “less” using graph data with two data sets (e.g., which set has more?).</p>	<p>Identify the scale of pictures/squares within a given scaled picture or scaled bar graph with different data sets (e.g., each square in this set represents 5 pets).</p> <p>Answer questions about “more”, “less”, “most”, “least”, “equal” using graph data with three or more data sets (e.g., which set has the most?).</p>	<p>Develop a scaled picture or bar graph given manipulatives.</p> <p>Answer questions based on a scaled picture and/or bar graph.</p>
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.4</b>	<b>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.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Communicate a step needed to generate length measurement data.</p> <p>Communicate a step needed to develop a line graph related to measurement data.</p> <p>Manipulate materials as they are utilized to generate measurement data.</p> <p>Manipulate materials as they are utilized to generate a line graph related to measurement data.</p>	<p>Record measurement data to the nearest inch.</p> <p>Record measurement data on a dot plot utilizing whole inches.</p>	<p>Record measurement data to the nearest <math>\frac{1}{2}</math> inch.</p> <p>Construct a line plot on which to record data to the <math>\frac{1}{2}</math> inch.</p> <p>Show data of recorded measurements to the nearest <math>\frac{1}{2}</math> inch.</p>	<p>Record measurement data to the nearest <math>\frac{1}{4}</math> inch.</p> <p>Construct a line plot on which to record data to the <math>\frac{1}{4}</math> inch.</p> <p>Show data of recorded measurements to the nearest <math>\frac{1}{4}</math> inch.</p>
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.5</b>	<b>Recognize area as an attribute of plane figures and understand concepts of area measurement.</b>
a.	A square with side length 1 unit, called “a unit square”, is said to have “one square unit” of area, and can be used to measure area.
<b>Least complex</b>	
	<b>Most complex</b>

	Choose “unit squares” from an array of items (e.g., circles, triangles, unit squares).	Sort unit squares based upon size.	Place only unit squares of the same size to cover an area (e.g., given unit squares of 2 sizes, choose only 1 size to cover an area).
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.5</b>	<b>Recognize area as an attribute of plane figures and understand concepts of area measurement.</b>
b.	A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.
<b>Least complex</b>	
	<b>Most complex</b>

Communicate a step needed to place or count unit squares within a plane figure.  Manipulate unit squares being placed within a plane figure.	Place unit squares without gaps or overlaps in a plane figure.	Place unit squares without gaps or overlaps in a plane figure, then count the total number of units.	Place unit squares without gaps or overlaps in different sizes of plane figures, then count the total number of units for each.
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.6</b>	<b>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</b>			
<b>Least complex</b>				<b>Most complex</b>
Communicate a step needed to place or count unit squares within a plane figure.  Manipulate unit squares being placed within a plane figure.	Place unit squares without gaps or overlaps in a plane figure.	Place unit squares without gaps or overlaps in a plane figure, then count the total number of units.	Sort various sizes of unit squares, placing those of similar size into different size plane figures and reporting the results.  Measure similar size plane figures utilizing different size unit squares and report the results.	

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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.7</b>	<b>Relate area to the operations of multiplication and addition.</b>	
	<p>The student will:</p> <p>a) find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths,</p> <p>b) multiply side lengths to find areas of rectangles with whole-number sides lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	
<b>Least complex</b>		<b>Most complex</b>

<p>Respond differentially to identify a step needed to place or count unit squares within a rectangle.</p> <p>Manipulate unit squares being placed within a rectangle.</p> <p>Respond differentially to identify a step needed to place or count side lengths of a tiled rectangle found in the classroom, school, or community.</p> <p>Manipulate unit squares being placed within a rectangle found in the classroom, school, or community.</p>	<p>Identify the total number of units needed to cover a rectangle.</p> <p>Find the area of one or more rectangles found in the classroom, school, or community by tiling an area and counting unit squares using manipulatives, technology, or visual models.</p> <p>Place tiles without gaps or overlaps in a rectangle.</p> <p>Students use a tiled rectangle to find the area by counting tiles.</p>	<p>Identify the number of units that represent the length and the width of a rectangle.</p> <p>Identify the relevant information in real-world problems related to finding areas of rectangles (e.g., size of square units, identification of rectangle, number of rows or units per row).</p> <p>Count the total number of tiles placed in a rectangle without gaps or overlaps.</p>	<p>Identify the length and width of a rectangle to solve for the area.</p> <p>Find the area of a rectangle given as a real-world word problem (e.g., given size of square units, identification of a rectangle, and number of rows or units per row).</p> <p>Find the area of a large rectangle made of two smaller rectangles.</p>
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.7</b>	<b>Relate area to the operations of multiplication and addition.</b>
c.	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
<b>Least complex</b>	<b>Most complex</b>

	Place tiles without gaps or overlaps in a rectangle.	Count the total number of tiles placed in a rectangle without gaps or overlaps.  Identify the side lengths of rectangles utilizing tiles.  Identify two smaller rectangles within a larger rectangle (e.g., identify two $3 \times 3$ rectangles within a $3 \times 6$ rectangle).	Identify the area of two smaller rectangles within a larger rectangle by tiling each with different color tiles.  Match a multiplication sentence showing the distributive property to a given rectangle (e.g., a $4 \times 6$ rectangle divided into a $4 \times 4$ and $4 \times 2$ rectangle with $4 \times (4 + 2) = (4 \times 4) + (4 \times 2)$ ).
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**Grade 3: Mathematics: Measurement and Data (MD)**

<b>MGSE3.MD.8</b>	<b>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.</b>	
<b>Least complex</b>		<b>Most complex</b>

	Match pre-cut lengths to sides of a polygon, and lay end to end on number line to determine perimeter.	Find the perimeter of polygon(s) found in the classroom, school or community.	<p>Identify the difference in area of a variety of rectangular shapes with the same perimeters.</p> <p>Identify the difference in perimeter of a variety of rectangular shapes with the same area.</p>

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**Grade 3: Mathematics: Geometry (G)**

<p><b>MGSE3.G.1</b></p>	<p><b>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.</b></p>	
<p><b>Least complex</b></p>		<p><b>Most complex</b></p>

<p>Respond differentially to identify the attributes of shapes.</p> <p>Communicate a response identifying a shape and/or its attribute.</p> <p>Manipulate materials related to different shapes and/or shape attributes.</p>	<p>Match two-dimensional shapes by attributes (e.g., number of sides, number of sides with equal lengths).</p>	<p>Sort two-dimensional shapes by attributes (e.g., number of sides, number of sides with equal lengths).</p>	<p>Categorize shapes (e.g., polygons, circles, squares, triangles, rectangles) presented in an array given the name or characteristic of the shape.</p> <p>Compare shapes by describing their base attributes.</p>
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Materials/manipulatives utilized within the standard extensions can be adapted to meet the student’s cognitive, sensory, and/or physical needs.

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**Grade 3: Mathematics: Geometry (G)**

<b>MGSE3.G.2</b>	<b>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as <math>\frac{1}{4}</math> of the area of the shape.</b>
<b>Least complex</b>	<b>Most complex</b>

<p>Respond differentially to partition shapes into parts with equal areas.</p> <p>Communicate a step needed to divide a shape into equal parts or count the number of parts.</p> <p>Manipulate materials that demonstrate shapes divided into equal parts.</p>	<p>Separate one shape (circle, triangle, squares or rectangle) into two, three and four parts (“halves”, “thirds”, and “quarters”) using manipulatives.</p>	<p>Separate two shapes (circles, triangle, squares or rectangle) into “halves”, “thirds”, and “quarters” using manipulatives.</p> <p>Identify the equal part needed to complete a given shape (e.g., identify <math>\frac{1}{2}</math> a circle to complete the other half given).</p>	<p>Separate three or more shapes (circles, triangles, squares, or rectangles) into “halves”, “thirds”, and “quarters”.</p>
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