Michigan Alternative Content Standards - Mathematics

Grade 3

Students demonstrate increasingly complex understanding of number sense.

Operations and Algebraic Thinking

4 Solve addition and subtraction problems when result is unknown, limited to operands and results within 20. EE.3.OA.4

- H The student can solve addition and subtraction problems with sums and differences 0 to 20. EE.3.OA.H.4
- M The student can solve addition and subtraction with sums and differences within 10. EE.3.OA.M.4
- L The student can recognize numbers 1-5 when compared with non-numeric symbols or objects. EE.3.OA.L.4

Number and Operations in Base 10

1 Use decade numbers (10, 20, 30) as benchmarks to demonstrate understanding of place value for numbers 0-30. EE.3.NBT.1

2 Demonstrate understanding of place value to tens. EE.3.NBT.2

- H The student can identify correct representations of whole numbers to 50 using models, such as base 10 blocks, coins, etc. EE.3.NBT.H.2
- M The student can identify decade numbers to 50 (10, 20, 30, 40, 50) represented with models or concrete objects. EE.3.NBT.M.2
- L The student can differentiate between more and less when given two sets of objects with extreme differences. EE.3.NBT.L.2

3 Count by tens using models such as objects, base ten blocks, or money. EE.3.NBT.3

- H The student can count by tens to 100 using objects, base ten blocks or money. EE.3.NBT.H.3
- M The student can count by tens to 50 using base ten blocks or money. EE.3.NBT.M.3
- L The student can identify a single group of ten (using objects or a model) when compared with another quantity that is limited to no more than 5. EE.3.NBT.L.3

Number and Operations - Fractions

3 Differentiate a fractional part from a whole. EE.3.NF.1-3

- H The student can use a model to identify a given unit fraction (limited to one-half and onefourth). EE.3.NF.H.1-3
- M The student can use a model or concrete objects to identify a whole object or one-half of an object. EE.3.NF.M.1-3
- L The student can differentiate between a whole object and some of an object. EE.3.NF.L.1-3

Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.

Geometry

1 Describe attributes of two-dimensional shapes. EE.3.G.1

- H The student can describe the attributes (i.e., number of sides, corners, angles) of common two-dimensional shapes. EE.3.G.H.1
- M The student can identify a side or an angle in a common two-dimensional shape. EE.3.G.M.1
- L The student can identify a circle, a square, and a triangle. EE.3.G.L.1

2 Recognize that shapes can be partitioned into equal areas. EE.3.G.2

- H The student can identify shapes that can be partitioned into equal parts when provided with a visual model (limited to halves, thirds, and fourths). EE.3.G.H.2
- M The student can identify shapes that are divided equally when given a visual model (limited to halves and fourths). EE.3.G.M.2
- L The student can recognize one-half of a shape. EE.3.G.L.2

Students demonstrate increasingly complex understanding of measurement, data and analytic procedures.

Using Measurement and Data

1 Tell time to the hour on a digital clock. EE.3.MD.1

- H The student can tell time to the hour on a digital clock. EE.3.MD.H.1
- M The student can identify the hour on a digital clock. EE.3.MD.M.1
- L The student can recognize that a clock is used to measure time. EE.3.MD.L.1

2 Identify the appropriate measurement tool to solve one-step word problems involving mass and volume. EE.3.MD.2

- H The student can identify tools used to measure mass (scale) and/or volume (measuring cups). EE.3.MD.H.2
- M The student can identify tools used to measure mass (scale) and volume (measuring cups). EE.3.MD.M.2
- L The student can identify a tool used to measure a solid (i.e., scale or ruler) when presented within a context where the appropriate measurement tool is needed. EE.3.MD.L.2

3 Use picture or bar graph data to answer questions about data. EE.3.MD.3

- H The student can use a bar graph or a simple pictograph to answer questions about data. EE.3.MD.H.3
- M The student can organize data using pictures or concrete objects that can be collected and sorted (maximum of 10 objects and 1 attribute). EE.3.MD.M.3
- L The student can identify 2 objects that share a common attribute when presented within a context. EE.3.MD.L.3

4 Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks. EE.3.MD.4

- H The student can use a ruler to measure length to the nearest whole unit. EE.3.MD.H.4
- M The student can identify the length of an object measured using informal (nonstandard) units. EE.3.MD.M.4
- L The student can identify the object that is longer or shorter when presented with objects that have extreme differences in length. EE.3.MD.L.4

Students solve increasingly complex mathematical problems, making productive use of algebra and functions.

Problem Solving

1-2 Use repeated addition to find the total number of objects and determine the sum. EE.3.OA.1-2

- H The student can use repeated addition (using the same number) to find a sum up to 20. EE.3.OA.H.1-2
- M The student can add equal groups of objects to find the sum of objects to 10. EE.3.OA.M.1-2
- L The student can distinguish between more and less (fewer). EE.3.OA.L.1-2

8 Solve one-step real-world problems using addition or subtraction within 20. EE.3.OA.8

- H The student can solve one-step real world problems using addition or subtraction with sums and differences within 20. EE.3.OA.H.8
- M The student can solve one-step real world problems using addition or subtraction with sums/differences within 10. EE.3.OA.M.8
- L The student can solve one-step real world problems using counting with quantities up to 5. EE.3.OA.L.8

9 Identify arithmetic patterns. EE.3.OA.9

- H The student can create, describe and extend simple number patterns. EE.3.OA.H.9
- M The student can create, describe, and/or extend simple number patterns or patterns involving objects or symbols. EE.3.OA.M.9
- L The student can recognize same or different within a simple pattern involving objects or symbols. EE.3.OA.L.9