Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03GEO1.1	3.GM.A.1	Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category	Use attributes of triangles, squares, and circles to classify shapes.	**L:** Identify triangles (all shapes in answer choices same-size). **M:** Identify squares (shapes in answer choices of various sizes). **H:** Identify circles (shapes in answer choices of various sizes).
M03GEO1.2	3.GM.A.2	Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole	Use unit squares to determine 1/2 or the whole.	**L:** Use unit squares to identify whole areas shaded up to 2X2. **M:** Use unit squares to identify whole or 1/2 areas shaded up to 3X3 (with shading done only one side). **H:** Use unit squares to identify whole areas shaded up to 4X4 or 1/2 of any square figure up to 4X4 (with shading done on diagonals).

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED1.1	3.GM.B.3	Tell, write, and measure time to the nearest minute. Solve problems in authentic contexts that involve addition and subtraction of time intervals in minutes.	Tell time to the nearest hour.	**L:** Items involving 3:00, 6:00, 9:00. **M:** Items involving 1:00, 2:00, 4:00, 5:00, 7:00, 8:00, 10:00, 11:00. **H:** Items involving Noon and/or AM/PM.
M03MED1.2	3.GM.B.4	Measure, estimate and solve problems in authentic contexts that involve liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).	Compare amounts/sizes using terms: same, more, less, larger, smaller	**L:** Compare amounts/sizes that are the same. **M:** Compare amounts/sizes that are 3 or more units apart. **H:** Compare amounts/sizes that are no more than 2 units apart.
M03MED2.3	3.DR.B.2	Analyze measurement data with a scaled picture graph or a scaled bar graph to represent a data set with several categories. Interpret information presented to answer investigative questions.	Compare amounts on picture graphs using terms: same, more, less.	**L:** Compare picture/pie graphs that are the same. **M:** Compare picture/pie graphs that are very far apart. **H:** Compare picture/pie graphs that are close together.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED2.4	3.MD.B.4	Generate questions to investigate situations within the classroom, school, or community. Collect or consider measurement data that can naturally answer questions by using information presented in a scaled picture and/or bar graph.	Compare measurements in inches using terms same, more, or less.	**L:** Compare objects that are the same length. **M:** Compare objects that are 3-5 inches apart. **H:** Compare objects that are within one inch in length.
M03MED3.5A	3.GM.C.5, 3.MD.C.6, 3.MD.C.7,	Recognize area as an attribute of plane figures and understand concepts of area measurement presented in authentic contexts by tiling and counting unit squares.	Use unit squares to measure areas in square inches.	**L:** Identify areas using unit square inches up to 4 square inches. **M:** Identify areas using unit squares up to 9 square units. **H:** Identify areas using unit squares up to 16 square units.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03MED3.7B	3.GM.C.7	Relate area to multiplication and addition. Use relevant representations to solve problems in authentic contexts.	Use multiplication and addition of unit squares to determine the area of a shape in authentic contexts.	**L:** Determine the area of a shape by multiplying side lengths up to 4 square inches or by adding unit squares up to 5. **M:** Determine the area of a shape by multiplying side lengths up to 9 square inches or by adding unit squares up to 15. **H:** Determine the area of a shape by multiplying side lengths up to 16 square inches or by adding unit squares up to 20.
M03MED4.8	3.GM.D.8	Solve problems involving authentic contexts for perimeters of polygons.	Determine perimeter of equilateral triangles and squares.	**L:** Add perimeter of equilateral triangles and squares up to 6. **M:** Add perimeter of triangles and squares up to 12. **H:** Add perimeter of squares up to 20.
M03NBT1.2	3.NBT.A.2	Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Add and subtract whole numbers up to 20.	**L:** Add (1-10). **M:** Add (11-20) and subtract (1-10). **H:** Subtract (16-20).

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03NBT1.3	3.NBT.A.3	Find the product of one-digit whole numbers by multiples of 10 in the range 10-90, such as 9 x 80. Students use a range of strategies and algorithms based on place value and properties of operations.	Multiply numbers 1-5.	**L:** Multiply 1 X 1-2. **M:** Multiply 2 by 2-4. **H:** Multiply 3-5 by 3-5.
M03NOF1.1	3.NF.A.1	Understand the concept of a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction.	Identify halves of wholes.	**L:** Half of 2, 4, 6. **M:** Half of 10, 12, 14. **H:** Half of 16, 18, 20.
M03NOF1.2a	3.NF.A.2, 3.NF.A.3	Understand a fraction as a number on the number line. Represent fractions on a number line diagram.	Represent 1/2 on a number line.	**L:** Half between 1-2. **M:** Half between 3-7. **H:** Half between 8-10.
M03NOF1.3b	3.NF.A.2, 3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Match equivalent fractions (1/2).	**L:** 2/4, 3/6, 4/8. **M:** 5/10, 6/12, 7/14. **H:** 8/16, 9/18, 10/20.
M03OAT1.1	3.OA.A.1	Represent and interpret multiplication of two factors as repeated addition of equal groups.	Identify a product of whole number groups 1-5.	**L:** 1 through 5 multiplied by 1. **M:** 1 through 3 multiplied by 2 or 3. **H:** 3 and 4 multiplied by 4 or 5.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT1.2	3.OA.A.2	Represent and interpret whole-number quotients as dividing an amount into equal sized groups.	Perform division problems using grouping strategies (1-5).	**L:** Two groups of 2-3. **M:** Two groups of 4-5. **H:** Three groups of 2-5.
M03OAT1.3	3.OA.A.3	Use multiplication and division within 100 to solve problems in authentic contexts involving equal groups, arrays, and/or measurement quantities.	Solve word problems involving addition (numbers 1-20) and multiplication (numbers 1-5).	**L:** Add 1-10. **M:** Add 11-20. multiply 1-2 by 2-4. **H:** Multiply 3-5 by 3-5.
M03OAT1.4	3.OA.A.4	Determine the unknown number in a multiplication or division equation relating three whole numbers by applying the understanding of the inverse relationship of multiplication and division.	Students will identify and describe simple patterns (e.g., doubling, skipping numbers) and use them to solve problems involving proportional relationships in authentic contexts.	**L:** Identify the next number in a pattern that increases by 1 or 2. **M:** Identify a number that follows a doubling or skip-counting pattern (by 2s, 5s, or 10s). **H:** Use a simple number pattern (e.g., doubling or skip-counting) to solve a one-step word problem.
M03OAT2.5	3.OA.B.5	Apply properties of operations as strategies to multiply and divide.	Identify equivalent addition problems.	**L:** 1-5. **M:** 6-14. **H:** 15-20.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT2.6	3.OA.B.6	Understand division as an unknown-factor in a multiplication problem.	Identify representations of one half in pictorial and numerical contexts; calculate 1/2 of numbers 1-20.	**L:** Pictorial representations of 1/2. **M:** Numerical representations of 1/2. **H:** Identify amounts that are half of 1-20.
M03OAT4.8	3.OA.D.8	Solve two-step problems in authentic contexts that use addition, subtraction, multiplication, and division in equations with a letter standing for the unknown quantity.	Solve one-step word problems using addition and subtraction.	**L:** Add (1-10). **M:** Add (1-10) and subtract (1-5). **H:** Subtract (6-10).
M03OAT4.9	3.OA.D.9	Identify and explain arithmetic patterns using properties of operations, including patterns in the addition table or multiplication table.	Perform basic counting operations, up to skip counting by 2s and 5s.	**L:** Count 1-10 objects. **M:** Count 11-20 objects. **H:** Skip count by 2s and 5s to 20.

Math Grade 3

ORExt Standard Code	Equivalent OR Standard Code	2021 Oregon Mathematics Standards	Oregon Alternate Academic Achievement Standard (Essentialized Standard)	Low (L), Medium (M), High (H) Parameters
M03OAT7	3.OA.C.7	Fluently multiply and divide within 100 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations.	Multiply and divide within 1-5 using strategies based on place value and properties of operations.	**L:** Identify the product of two whole numbers from 1-3. **M:** Identify the quotient of a whole number (up to 10) divided by 2 or 5. **H:** Solve a one-step story problem involving multiplication or division within 1–5.

Standards not Essentialized:

Please refer to Oregon's published content standards for the full description and context of these codes.

3.NBT.A.1