

**English Language Arts
(ELA)
NYSAA Frameworks**

Grade 3

Required Component 1—Key Idea: Reading
Choice Component 1— Standard 2: Students will read, write, listen, and speak for *literary response and expression*.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 26	<ul style="list-style-type: none"> • Select literature on the basis of personal needs and interests from a variety of genres and by different authors • Engage in purposeful oral reading in small and large groups • Read print-based and electronic literary texts silently on a daily basis for enjoyment • Recognize the differences among the genres of stories, poems, and plays • Relate the setting, plot, and characters in literature to own lives, with assistance • Explain the difference between fact and fiction • Use previous reading and life experiences to understand and compare literature • Make predictions, draw conclusions, and make inferences about events and characters • Identify cultural influences in texts and performances, with assistance • Maintain a personal reading list to reflect reading accomplishments • Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events • Use knowledge of story structure, story elements, and key vocabulary to interpret stories • Use graphic organizers to record significant details about characters and events in stories • Summarize main ideas and supporting details from imaginative texts, both orally and in writing 	<ul style="list-style-type: none"> • Select and read literature for understanding • Recognize characteristics of different genres • Relate what the story is about with supporting details • Make predictions and draw conclusions about different characters and events • Use evidence from stories to describe characters, and their actions (sequence of events) • Use knowledge of story structure, story elements and key vocabulary to understand stories

Required Component 1—Key Idea: Reading

Choice Component 1— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 2

Less Complex

More Complex

The student will:

- read or attend to simple materials with one or two words (12106)
- read or attend to various genres as they are read aloud (poetry, prose, fiction, nonfiction, drama) (12107)
- recognize pictures, objects, etc. that reflect characters and/or events in familiar texts (12108)
- recognize pictures, objects, etc. that show “who”, “what”, and/or “where” about a familiar text (12109)
- interact with parts of a story through familiar hand motions and/or expression of emotions (12105)

The student will:

- read or have read aloud by others appropriate texts for comprehension (12206)
- choose appropriate texts in different genres to read or to be read aloud by others (12207)
- answer questions about texts read or read aloud by others (12203)
- identify important people and/or events in stories read or read aloud by others (12204)
- make predictions about events in a story (12205)

The student will:

- read aloud with fluency for comprehension (12304)
- distinguish among varieties of texts, noticing differences in the way they look, the way they sound, that some are factual or some imaginative (12305)
- identify important details about events and/or people in texts (12303)

Required Component 1—Key Idea: Reading
Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT12107	The student will choose the genre that has just been read to him/her.	<ul style="list-style-type: none"> Video tape of the student making a selection of genre using pictures, PECS, assistive technology, etc.
SAT12108	The student will recognize pictures that reflect characters in a story.	<ul style="list-style-type: none"> Student work product of a story with characters pasted under the story title
SAT12105A	<p>The student will interact with parts of a story through expression of emotions or hand movements.</p> <p>(e.g., in a scary story make movement of hands/scared face; in a story where there is a repeated phrase or emotion make movement of hands or face to show phrase or emotion; etc.)</p>	<ul style="list-style-type: none"> Data Collection Sheet recording student performance of appropriate display of specific emotion during the reading of different types of stories
SAT12105B	The student will interact with parts of a scary story by exhibiting a change in his/her facial expressions and/or making hand or body movements to express emotions while the story is read.	<ul style="list-style-type: none"> Video tape of the student expressing his/her emotions during the reading of a scary story
SAT12206	The student will identify one or more details from a story that was read to them by eye-gazing to his/her choice.	<ul style="list-style-type: none"> Video tape of the student indicating a detail of a story from a choice of two pictures
SAT12207	The student will choose appropriate texts to read or be read aloud by others in different genres when asked to choose a specific genre.	<ul style="list-style-type: none"> Video tape or audio tape of the student making choices of texts with different genres
SAT12204	The student will identify important main events in stories read aloud using pictures from the text.	<ul style="list-style-type: none"> Student work product with questions asking the student to identify the important events in a story
SAT12205	The student will make predictions about events in a story by selecting pictures or statements describing what will happen during or next in the story.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance as the student indicates the prediction when given a story title
SAT12305	The student will identify a text as either fiction (imaginative) or nonfiction (factual).	<ul style="list-style-type: none"> Data Collection Sheet recording student performance as the student distinguishes different texts
SAT12303	The student will read a text and identify important details about where and when an event in the story took place.	<ul style="list-style-type: none"> Audio tape of the student answering the questions about the events in a story

GLIs and Essences
Grade 3 – ELA
3
Required Component 1—Key Idea: Reading
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 27	<ul style="list-style-type: none"> • Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud • Respect the age, gender, social position, and cultural traditions of the writer • Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication 	<ul style="list-style-type: none"> • Share reading experiences to build relationships with others • Work together with peers to answer literal questions about text

Required Component 1—Key Idea: Reading

Choice Component 2— Standard 4: Students will read, write, listen, and speak for **social interaction**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Reading-Standard 4

Less Complex

More Complex

The student will:

- attend to texts read aloud by others (14101)
- take turns giving an opinion about a text (14102)
- take turns sharing information about the characters in a text (14103)

The student will:

- read or have read to him/her simple texts and respond appropriately (14201)
- listen and respond appropriately to others' thoughts and opinions about texts (14202)
- answer “who”, “what”, and/or “when” questions about texts with classmates (14203)

The student will:

- read modified or adapted grade level texts with classmates (14303)
- using discussion with peers, answer literal questions about text read by the student or read aloud by others (14302)

Required Component 1—Key Idea: Reading
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT14101A	<p>The student will attend to texts of appropriate length read by others.</p> <p>(e.g., attending behavior may include eye contact, remaining in seat, etc.)</p>	<ul style="list-style-type: none"> • Video tape of the student attending to texts (story, article, etc.)
SAT14101B	<p>The student will attend to a four page story read aloud by the teacher by remaining in a rocking chair for the duration of the story.</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance on the amount of time the student attended to the specific story
SAT14103	<p>The student will take turns sharing information about the characters in the texts.</p> <p>(e.g., what they did, where they are, how they feel, etc.)</p>	<ul style="list-style-type: none"> • Data Collection Sheet recording student performance of the ability to follow the appropriate conversation skills (turn taking) while sharing thoughts about the characters in the story • Sequenced, captioned, dated photographs of the student taking turns to answer “who” questions about the characters in the story
SAT14201A	<p>The student will read simple texts and respond appropriately to them by showing or indicating correct emotion or expression.</p> <p>(e.g., laugh when it’s funny, show sadness when something sad happens, etc.)</p>	<ul style="list-style-type: none"> • Video tape or audio tape of the student reading and showing correct emotion or selecting cards that indicate emotion
SAT14201B	<p>The student will respond appropriately to questions about simple texts asked by another person.</p>	<ul style="list-style-type: none"> • Student work product of student responses to questions that were asked about two different texts that were read to the student
SAT14203	<p>The student will answer literal questions about texts with classmates.</p>	<ul style="list-style-type: none"> • Sequenced, captioned, dated photographs of the student and peers creating a poster that answers “wh” questions about the characters in two different texts

SAT14303	The student will read modified or adapted texts with classmates using a variety of reading strategies.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance and detailing two texts the student has read along with a list of reading strategies (e.g., asking questions; using text features, prior knowledge, graphic organizers, and context clues)
SAT14302	The student will answer literal questions about texts that were read or read aloud by others while engaging in a discussion with his/her peers.	<ul style="list-style-type: none">• Video tape or audio tape of the student working with the small group to answer the questions about the texts

GLIs and Essences
Grade 3 – ELA
3
Required Component 2—Key Idea: Listening
Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 30	<ul style="list-style-type: none"> • Identify elements of character, plot, and setting to understand the author’s message or intent • Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation • Identify the author’s use of rhythm, repetition, and rhyme • Use note-taking and graphic organizers to record and organize information and ideas recalled from stories read aloud 	<ul style="list-style-type: none"> • Listen attentively to a literary piece for literary response and expression • Listen to identify elements of a story (character, plot/what happens and setting)

Required Component 2—Key Idea: Listening

Choice Component 1— Standard 2: Students will read, write, listen, and speak for **literary response and expression**.

ALTERNATE GRADE LEVEL INDICATORS (AGLIs)

POSSIBLE ENTRY POINTS for Listening-Standard 2

Less Complex

More Complex

The student will:

- attend to and respond to environmental sounds in the story (32106)
- attend to poems as they are read aloud (32102)
- attend to familiar stories to identify the moral or message through class discussion (32103)
- attend to various genres as they are read aloud (e.g., poetry, prose, fiction, nonfiction, drama, etc.) (32107)
- attend to familiar texts and recognize: “who”, “what”, “where”, “when”, and/or “how” in those texts (32105)

The student will:

- show understanding by responding appropriately and/or by selecting favorites (32207)
- show appreciation by responding appropriately and/or by selecting favorites (32208)
- answer questions of “who”, “what”, “where”, “when”, “how” and/or “why” about texts read aloud (32202)
- answer questions about author’s message (32203)
- identify important people and/or events in stories read aloud (32204)
- listen for repetition in stories and/or poems (32205)
- recognize obvious rhyme and/or rhythm in poetry (32206)

The student will:

- listen to identify story elements (e.g., character, plot, setting, etc.) (32305)
- identify rhyme and/or rhythm in poetry (32306)
- listen to unfamiliar stories and/or poems and answer comprehension questions (32307)
- listen to identify the author’s message (32308)

Required Component 2—Key Idea: Listening
Choice Component 1— Standard 2: Students will read, write, listen, and speak for literary response and expression.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT32106A	The student will indicate environmental sounds each time they occur in the story.	<ul style="list-style-type: none"> Video tape of the student listening to a story about trains and responding or indicating every time he/she hears a train's sound in the story
SAT32106B	The student will respond to environmental sounds in a story by repeating the sounds made during the reading of the story. (e.g., sound to repeat: a car horn, a barking dog, etc.)	<ul style="list-style-type: none"> Audio tape of the student listening to a story and responding by repeating the sound every time he/she hears a specific sound
SAT32103	The student will identify the moral or message of a text when listening to class discussions by making choices on visual language displays or activating a speech generating device.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student listening to a story, listening to a class discussion, and making choices
SAT32105	The student will identify who, what, where, when, and/or how from a familiar text by signaling. (e.g., raise hand, clap, use speech generating device, etc.)	<ul style="list-style-type: none"> Student work product of the student responding to who, what, where, when and/or how questions about a text
SAT32207	The student will choose between two literary texts to indicate his/her favorite.	<ul style="list-style-type: none"> Video tape of the student indicating his/her choice between two different texts to identify his/her favorite
SAT32202	The student will listen to texts and answer literal questions.	<ul style="list-style-type: none"> Student work product of literal questions about a text with student-pasted pictures that answer the literal questions
SAT32203	The student will answer questions about the author's message in a text.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on answering questions about the author's message in a text
SAT32205	The student will identify repetitions within a text while listening to the text being read.	<ul style="list-style-type: none"> Video tape of the student signaling when he/she identifies a repetition in a text
SAT32206	The student will recognize instances of rhyme while listening to poetry.	<ul style="list-style-type: none"> Student work product of a poem with bingo marker dots indicating where the student heard the rhyme while listening to the poem

SAT32305	The student will listen to a story and identify story elements: character, plot, or setting by answer questions.	<ul style="list-style-type: none">• Student work product of story elements showing questions and the student's answers
SAT32306	The student will identify instances of rhythm while listening to poetry.	<ul style="list-style-type: none">• Video tape of the student identifying rhythm while listening to poetry
SAT32308	The student will recognize the author's message when presented with unfamiliar texts.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance while indicating the author's message within unfamiliar texts

GLIs and Essences
Grade 3 – ELA
3
Required Component 2— Key Idea: Listening
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.

ELA Core Curriculum (2005)	Grade-Specific Performance Indicators	Essence of Indicators
Pg. 30	<ul style="list-style-type: none"> • Respect the age, gender, position, and culture of the speaker • Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners • Identify the tone of voice and content that signal friendly communication 	<ul style="list-style-type: none"> • Listen to friendly communication read aloud (e.g. notes, cards, longer letters, electronic correspondence (e-mail), personal narratives, etc.) to identify tone of voice and reveal social relationships • Respect the speaker

Required Component 2— Key Idea: Listening
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Listening-Standard 4
Less Complex
More Complex

The student will:

- attend while friendly notes, cards, longer letters, or electronic mail (e-mail), etc. addressed to the student are read aloud (34106)
- show respect, by attending to what the speaker is saying (34107)
- identify words that reveal the feelings of the author toward the identified recipient (34108)
- identify the words and/or conventions (greeting, format in a note card, closing) that a writer uses to show feelings (34109)
- identify the purposes (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.) of friendly notes (34105)

The student will:

- attend to friendly notes, cards, longer letters, or electronic mail (e-mail), etc addressed to someone else (34206)
- identify the writer(s) (friends, teacher, parent) of the friendly notes, cards, longer letters, or electronic mail (e-mail), etc. (34207)
- attend to longer personal narratives (e.g., diary or journal entries, friendly letters, etc.) (34208)
- identify the audience of these longer personal narratives (34204)
- identify words that reveal tone and/or feelings of the writer toward the identified recipient (34209)

The student will:

- listen to informal communication (e.g., notes, card, longer letters, electronic mail (email), etc.) to identify the tone of voice and social relationships (34302)

Required Component 2— Key Idea: Listening
Choice Component 2— Standard 4: Students will read, write, listen, and speak for social interaction.
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT34106A	The student will attend to a note addressed to the student being read aloud by looking at the reader.	<ul style="list-style-type: none"> Video tape of the student looking at the reader while a note addressed to the student is read aloud
SAT34106B	The student will attend to a friendly note that is written on a card when the card is read to them by using eye gaze.	<ul style="list-style-type: none"> Video tape of the student using eye-gaze to attend to the card and speaker
SAT34107	The student will attend to a speaker by looking at the speaker.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student is listening to a note being read or to a speaker by looking at the speaker
SAT34108	The student will identify words or phrases in a friendly communication that show how the author feels toward the identified recipient.	<ul style="list-style-type: none"> Student work product of student responses to words and phrases in a letter and their appropriate interpretation
SAT34105	The student will identify the purpose of friendly communications. (e.g., thank you, invitation, inquiry about health, congratulations, encouragement, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student identifying purposes of friendly communications
SAT34206	The student will attend to friendly notes and/or cards that were written to someone other than him- or herself when they are read aloud.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance on the amount of time the student attends to communications
SAT34207	The student will match pictures of the writer and recipient of an appropriate friendly letter.	<ul style="list-style-type: none"> Student work product with the pictures of the author matched to the letters
SAT34208	The student will maintain attention by maintaining eye contact with the speaker while listening to longer personal narratives. (e.g., diary, journal entries, letters, etc.)	<ul style="list-style-type: none"> Video tape of the student maintaining attention through eye contact
SAT34204	The student will identify the intended audience of a longer personal narrative.	<ul style="list-style-type: none"> Student work product with the word cards or pictures of people matched to the personal narratives
SAT34209	The student will identify words and conventions that reveal feelings by answering questions about what different terms suggest.	<ul style="list-style-type: none"> Video tape or audio tape of the student answering the questions regarding the terms <i>dear</i>, <i>love</i>, <i>happy</i>, and/or <i>pleased</i>

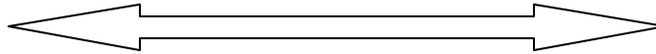
SAT34302	The student will listen to friendly notes, cards, and longer personal narratives read aloud and will answer questions to identify elements that reveal social relationships between the writer and recipient.	<ul style="list-style-type: none">• Data Collection Sheet recording student performance when responding to questions such as: Who might receive this note?; Who may have written this note?; Which words indicate who the writer is and what the relationship is between them? (e.g., signature at end of note/letter; content references to writer: I; you are my...e.g., son, daughter, student, we; greeting: e.g., to my daughter, dearest friend; closing of letter: e.g., your friend, loving daughter,); Which words indicate to whom this was written?
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Mathematics
NYSAA Frameworks

Grade 3

GLIs and Essences
Grade 3 – Mathematics
3**Required Component 1— Strand: Number Sense and Operations****Choice Component 1— Band: Number Systems**

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 37-38	3.N.1	Skip count by 25's, 50's, 100's, to 1,000	<ul style="list-style-type: none"> • Read and write, count, group, compare, and order whole numbers to 1,000 • Use properties of numbers • Understand unit fractions as part of a whole and compare and order unit fractions
	3.N.2	Read and write whole numbers to 1,000	
	3.N.3	Compare and order numbers to 1,000	
	3.N.4	Understand place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	
	3.N.5	Use a variety of strategies to compose and decompose three-digit numbers	
	3.N.6	Use and explain the commutative property of addition and multiplication	
	3.N.7	Use 1 as the identity element for multiplication	
	3.N.8	Use the zero property of multiplication	
	3.N.9	Understand and use the associative property of addition	
	3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection	
	3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \text{and } \frac{1}{10}\right)$ as part of a whole or a set of objects	
	3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	
	3.N.13	Recognize fractional numbers as equal parts of a whole	
	3.N.14	Explore equivalent fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$	
	3.N.15	Compare and order unit fractions $\left(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}\right)$ and find their approximate locations on a number line	

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Number Systems
Less Complex

More Complex

The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 1 through 9 objects (11101)
- compare quantities (equal to, greater than, and/or less than) using concrete objects (11104)
- recognize and/or compare to a whole, $\frac{1}{2}$ of an object or a group of objects (11105)

The student will:

- identify the number (as a word and/or a symbol) that tells the number of objects in a set of 0 through 19 objects (11201)
- compare and/or describe quantities and/or numbers, 1 through 19, using the terms equal to, greater than, and/or less than (11202)
- recognize that a fraction is a part of a whole (11204)

The student will:

- identify the number (as a word and/or symbol) that tells the number of objects in a set of 0 through 100 objects (11301)
- compare and/or describe quantities and/or numbers, 0 through 100, using the terms equal to, greater than, and/or less than (11302)
- recognize, illustrate, and/or name the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$ and/or $\frac{1}{10}$ (11303)

Required Component 1— Strand: Number Sense and Operations
Choice Component 1— Band: Number Systems
SAMPLE ASSESSMENT TASKS (SATs)

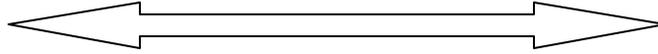
Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT11101	The student will answer the question “How many objects are in each set?” when presented with a set(s) of objects of different quantities (1 through 9).	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when matching the quantity to the number
SAT11104	The student will indicate which set is “greater than” when given two unequal sets of apples.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating the quantity that is “greater than”
SAT11105	The student will indicate the object that shows one half from a set of two or more objects.	<ul style="list-style-type: none"> Video tape of the student indicating the object that shows one half
SAT11201	The student will answer the question “How many objects in each set?” when presented with a set(s) of objects of different quantities (0 through 19).	<ul style="list-style-type: none"> Student work product showing groups of objects and the number the student circled indicating the number of objects in the group
SAT11202	The student will use the words “equal to”, “greater than” or “less than” to describe how the number of objects (0 to 19) in one set compares to the number of items in another set.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student indicating which pairs of sets match the comparison descriptors Video tape of the student verbalizing or indicating the phrase that correctly compares the sets of objects
SAT11204	The student will recognize which object is the fraction $\frac{1}{2}$ of the whole by indicating the halved object upon request when given a whole object and one-half of an object.	<ul style="list-style-type: none"> Student work product where the student answers the question “which is $\frac{1}{2}$ of the whole?” by making marks to identify the halved objects
SAT11301	The student will answer the question “How many objects are in each set?” when presented with set(s) of object(s) of different quantities (0 through 100).	<ul style="list-style-type: none"> Video tape or audio tape of the student being presented with a set of objects from zero to one hundred and verbalizing, signing, indicating, etc. the number of objects in the set

SAT11302	The student will describe how the number of objects (0 to100) in one set compares to the number of items in another set while using the words equal to, greater than, or less than.	<ul style="list-style-type: none">• Student work product with three columns of objects—columns 1 and 2 contain the objects to compare and column 3 is for describing greater than, less than, or equal to (Description includes pasting, writing, etc. the terms in the appropriate spots in column three)
SAT11303	The student will fold, shade, cut, or tear a paper square to show, $\frac{1}{2}$ and/or $\frac{1}{4}$ of the square.	<ul style="list-style-type: none">• Video tape of the student folding and/or tearing or cutting a paper square to form the unit fractions• Student work product showing squares that have lines in them to divide them into equal parts and/or shading to indicate one of those equal parts matched to its fraction

GLIs and Essences
Grade 3 – Mathematics
3
Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 38	3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	<ul style="list-style-type: none"> • Use a variety of strategies to add, subtract, multiply, and divide whole numbers • Develop strategies for selecting the appropriate computational and operational method in problem solving situations
	3.N.19	Develop fluency with single-digit multiplication facts	
	3.N.20	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	
	3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	
	3.N.22	Demonstrate fluency and apply single-digit division facts	
	3.N.23	Use tables, patterns, halving, and manipulatives to provide meaning for division	
	3.N.24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations	

Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Number Sense and Operations-Operations
Less Complex

More Complex

The student will:

- recognize the concepts of addition and/or subtraction (13101)
- add and/or subtract whole numbers from 1 to 9 using manipulatives (13104)
- select the appropriate operation to use in solving problems involving addition and/or subtraction (13103)

The student will:

- add and/or subtract whole numbers from 1 to 19 using one or more strategies (13204)
- multiply and/or divide 1-digit whole numbers using one or more strategies (13205)
- select and use appropriate operations to solve problems (13206)

The student will:

- add and/or subtract 2-digit whole numbers from 10 to 99 (13303)
- multiply and/or divide 1-digit numbers using one or more strategies (13304)
- multiply and/or divide a 2-digit whole number by a 1-digit whole number using one or more strategies (13305)
- select and use the appropriate operation to solve word problems in real-life situations (13306)

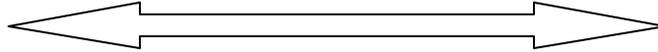
Required Component 1— Strand: Number Sense and Operations
Choice Component 2— Band: Operations
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT13101	The student will recognize the concept of subtraction by removing one object from a group of objects.	<ul style="list-style-type: none"> Video tape of the student manipulating groups of objects to subtract one of the objects
SAT13104	The student will solve addition problems using 1 to 9 objects.	<ul style="list-style-type: none"> Student work product with addition problems involving any of the numbers from 1 to 9 with stickers placed by each number to solve the problem
SAT13103	The student will indicate the correct operation to solve a problem by pasting the symbol + or – between two numbers when presented with problems showing two numbers and the answer.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating if a problem was an addition or subtraction problem
SAT13204	The student will add prices of groceries or other objects with a calculator, using a supermarket flier or prices found on a trip to the supermarket.	<ul style="list-style-type: none"> Student work product of a scrapbook showing pictures of products and their prices and the total cost of the set of products
SAT13306A	The student will select the appropriate operation to solve word problems that deal with real-life situations (addition, subtraction, multiplication, and/or division) and then will solve the problem.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when identifying the appropriate operation and solving the problem
SAT13306B	The student will select the operation of addition when asked “how do you find the total” and then will solve the addition problem by totaling the shopping list when given a set of grocery items needed.	<ul style="list-style-type: none"> Student work product showing student-indicated addition operation and the total cost of the grocery items

GLIs and Essences
Grade 3 – Mathematics
3**Required Component 2— Strand: Measurement****Choice Component 1— Band: Units of Measurement**

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 39-40	3.M.1	Select tools and units (customary) appropriate for the length measured	<ul style="list-style-type: none"> • Measure length, weight, and capacity in standard units
	3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inch, whole foot, and whole yard)	
	3.M.3	Measure objects, using ounces and pounds	
	3.M.4	Recognize capacity as an attribute that can be measured	
	3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)	
	3.M.6	Measure capacity, using cups, pints, quarts, and gallons	

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units of Measurement
Less Complex

More Complex

The student will:

- compare the lengths of two objects (21107)
- order three or more objects according to the attributes of length (21102)
- compare the weights of two objects (21108)
- order three or more objects according to the attributes of weight (21104)
- identify tools for measurement (21105)
- use standard and/or non-standard tools for measurement (21109)

The student will:

- use a ruler or yardstick to measure and identify lengths to the nearest whole foot or whole yard (21204)
- use a scale to measure the weight of objects and identify the weights of objects measured in pounds (21205)
- compare capacities of objects measured in cups and quarts (21206)

The student will:

- use a ruler or yardstick to measure and compare lengths to the nearest inch, foot or yard (21301)
- use a scale to measure the weight of objects and compare the weights of objects measured in pounds and ounces (21302)
- use appropriate tools to measure and identify capacities of objects measured in at least three of the following: cups, pints, quarts, and gallons (21304)

Required Component 2— Strand: Measurement
Choice Component 1— Band: Units of Measurement
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT21107	The student will compare two or more lengths by indicating which object(s) from a set of two or more are longer or shorter. (e.g., a short pencil and a long pencil, a short string of small paperclips and a long string of large paperclips, etc.)	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student comparing the lengths of two or more objects and indicating which is longer or shorter
SAT21102	The student will take three straws of different lengths and place them in order from shortest to longest.	<ul style="list-style-type: none"> Video tape of the student ordering the objects from shortest to longest
SAT21108A	The student will determine which is heavier, a straw or a book, by holding the objects, one in each hand.	<ul style="list-style-type: none"> Student work product listing each of the objects being compared by weight and the object that the student indicated to be the heaviest by stamping the representation of the object on a worksheet
SAT21108B	The student will compare the weights of objects by looking at the differences in weight presented and will determine which object is heavier.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student selecting the heavier object after looking at and/or holding the two objects
SAT21104	The student will place three objects in order from lightest to heaviest.	<ul style="list-style-type: none"> Video tape of the student ordering the three objects by weight
SAT21105	The student will identify which tool (a measuring cup or a ruler) is used for measuring while cooking by indicating that tool to the teacher.	<ul style="list-style-type: none"> Audio tape of the student verbalizing to the teacher that the measuring cup is used for measuring while cooking
SAT21109	The student will measure ingredients for a recipe using measuring spoons and/or measuring cups.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when using the standard measuring tools in order to measure ingredients for a recipe
SAT21204	The student will measure to the nearest foot the lengths of two different desktops and will indicate the lengths of the objects.	<ul style="list-style-type: none"> Video tape of the student using a yardstick to measure the lengths of the sides of objects in the classroom and indicating the length to the teacher

SAT21205	The student will weigh objects in pounds on a scale and will identify the weight by selecting the number card with the same weight as the object.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when weighing objects to the nearest pound and indicating the weight of the object
SAT21206	The student will indicate which has more liquid, a cup of milk or a quart of milk.	<ul style="list-style-type: none"> Video or audio tape of the student indicating whether the cup or quart has more liquid
SAT21301	The student will measure two different desktops to the nearest foot and determine which desktop is longer.	<ul style="list-style-type: none"> Student work product of two classroom objects measured to the nearest foot and a sticker placed on the object that is longer
SAT21302	The student will determine in pounds which of two or more objects is heavier after weighing the objects on a scale.	<ul style="list-style-type: none"> Video tape or audio tape of the student weighing the objects and indicating which object is heavier
SAT21304	The student will measure the capacity of three different amounts of liquid in cups, quarts, and gallons and indicate the amounts of each by marking on the measuring cup where the liquid comes up to, then recording the amount on a worksheet.	<ul style="list-style-type: none"> Student work product of three various liquids with the amount of each indicated in cups, quarts, and gallons based on the student's measurement

GLIs and Essences
Grade 3 – Mathematics
3**Required Component 2— Strand: Measurement****Choice Component 2— Band: Units/Estimation**

Math Core Curriculum (2005)	Grade-by-Grade Indicators		Essence of Indicators
Pg. 40	3.M.7	Count and represent combined coins and dollars, using currency symbols (\$0.00)	<ul style="list-style-type: none"> • Count money • Tell time to the minute
	3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes	
	3.M.9	Tell time to the minute, using digital and analog clocks	
	3.M.10	Select and use standard (customary) and non-standard units to estimate measurements	

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
ALTERNATE GRADE LEVEL INDICATORS (AGLIs)
POSSIBLE ENTRY POINTS for Measurement-Units/Estimation
Less Complex
More Complex

The student will:

- recognize coins (22101)
- recognize the value of coins (22102)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night (22105)
- recognize the attributes of time such as earlier, later, morning, afternoon, and/or night, and relate to the actual time of activities. (22106)

The student will:

- recognize coin and dollar denominations (22205)
- recognize the value of coins and/or dollars (22202)
- indicate (write, say, or other) the amounts of money using \$ or ¢ (22203)
- relate time given on digital clocks to daily activities (22204)

The student will:

- determine the value of collections of coins and/or dollars (22301)
- represent the value of collections of coins and/or dollars using currency symbols (\$0.00) (22302)
- tell time to the minute using an analog clock (22303)
- relate and/or compare times to a schedule of activities (22304)

Required Component 2— Strand: Measurement
Choice Component 2— Band: Units/Estimation
SAMPLE ASSESSMENT TASKS (SATs)

Sample assessment tasks are organized from least complex to most complex in accordance with AGLI ordering. Please note that not all AGLIs have a sample assessment task.

SAT Alignment to AGLI	Sample Assessment Tasks	Possible Datafolio Products and Verifying Evidence Assessment Strategies
SAT22101A	The student will recognize coins (penny, nickel, dime and/or quarter) using a card to match the coins with a picture, worksheet or another set of coins.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when matching the coins to their picture or their coin name
SAT22101B	The student will recognize a quarter when given a picture of a quarter and a dollar, by touching the image of a quarter on a touch screen.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student using the computer to identify the quarter from the choice of two different coins
SAT22102	The student will recognize value by matching the numeric value with the coin.	<ul style="list-style-type: none"> Student work product of different coins with lines drawn to the correct numeric values
SAT22105	The student will recognize the attributes of time by sequencing picture cards in order from morning to night.	<ul style="list-style-type: none"> Sequenced, captioned, dated photographs of the student sequencing picture cards showing morning, noon and night
SAT22106A	The student will recognize the attribute of morning and afternoon by indicating what activity occurs in the AM or PM when given the activity and the actual time.	<ul style="list-style-type: none"> Video tape or audio tape of the student indicating morning or afternoon when presented with an activity
SAT22106B	The student will list activities in order from the earliest to the latest when given a mixed-up list of activities and the times that they take place.	<ul style="list-style-type: none"> Student work product of activities and times listed from earliest to latest
SAT22205	The student will recognize coin and dollar denominations using cards, pictures, a worksheet or another set of coins and dollars.	<ul style="list-style-type: none"> Data Collection Sheet recording student performance when indicating various coin denominations and dollar denominations
SAT22202	The student will recognize the value of coins and dollars when given a set of mixed-up coins, dollars and values, by placing coins next to or with the written monetary value.	<ul style="list-style-type: none"> Student work product of coins and dollars sorted correctly to correspond with their values

SAT22203	The student will indicate the amount of money in a group by writing, saying or selecting a card that includes the correct money symbols or language (\$, ¢)	<ul style="list-style-type: none"> • Student work product with student-indicated symbols (\$ or ¢) next to the amounts
SAT22204	The student will relate digital time to a correct activity on a daily schedule.	<ul style="list-style-type: none"> • Student work product showing a student's completed schedule with the digital time of each activity
SAT22301A	The student will indicate the value of a combination of coins and/or dollars that are required to make a purchase of one or more items.	<ul style="list-style-type: none"> • Student work product showing a group of coins and bills and the student's calculation of the total amount of money needed for the purchase
SAT22301B	The student will count a collection of coins and/or dollars that are needed to purchase an eraser from the school store.	<ul style="list-style-type: none"> • Video tape or audio tape of the student determining the value from a set of coins needed to purchase an eraser
SAT22302	The student will count a collection of coins and write the value using currency symbols (\$__ . __ __).	<ul style="list-style-type: none"> • Student work product showing a collection of coins and the student's calculation of the total value indicated, using the appropriate symbols and decimal points
SAT22304	The student will relate time to a schedule of activities given a partial schedule to complete of his/her daily schedule by adding the missing times and activities.	<ul style="list-style-type: none"> • Student work product of a daily schedule of activities and times listed in order