College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Reading	**3rd Grade Reading Standards for Literature:**			
Key Ideas and Details	**Key Ideas and Details**			
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Ability to read, ability to identify and extract key components, compose a sentence, ask questions, use language from the text to answer questions and to demonstrate understanding	Vocabulary cards, Variety of genres and media	
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	2. 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.	Ability to read, ability to identify and extract key components, reads and understands a variety of materials, locates main idea, supporting details and different components of stories, engages in guided discussion, ability to show understanding through creative expression like visual art, drama, music, and written expression	Variety of books; ancient creation stories, ancient myths and fables as related to our "Cosmic Education" curriculum, ancient civilization timelines, Blooms Taxonomy command cards	
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Ability to read, ability to identify characters, ability to have a text to self connection, reads and understands a variety of materials,ability to identify and name a variety of feelings, recognizes literature as an expression of human experience, can sequence the events in the stories, engages in guided discussion, ability to show understanding through creative expression like visual art, drama, music, and written expression, uses descriptive language, understand cause and effect, identify inferences	Variety of books, adjective key lesson, command cards, grammar boxes and symbols, character education materials, blooms taxonomy cards, sequencing materials, timelines, cause and effect cards	
Craft and Structure	**Craft and Structure**			
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Analyzing, decomposing, transposing and reconstructing sentences, participates in guided discussion, uses metaphors and similes in spoken and written expression	Sentence and reading analysis and extended studies, grammar symbols, Parts of Speech materials, oral commands and activities, grammar boxes, command cards, teacher made material	
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	5. 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.	Identify vocabulary for parts of stories and can name, reads a variety of materials, participates in guided discussion, ability to sequence	Variety of books, teacher made materials, sequencing activities,	
6. Assess how point of view or purpose shapes the content and style of a text.	6. Distinguish their own point of view from that of the narrator or those of the characters.	Ability to infer, identify characters, identify feelings and character traits, compare self to text, apply complex thinking skills, show understanding of text, participate guided discussion	Variety of literature, command cards, bloom's taxonomy cards	
Integration of Knowledge and Ideas	**Integration of Knowledge and Ideas**			
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	7. 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).	Ability to infer, participate in guided discussions, look, attain to and compare and connect, and evaluate the illustration to text	Variety of literature, bloom's taxonomy cards	
8. Decircleate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	(Not applicable to literature)			

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Use a variety of graphic organizers, demonstrates knowledge of comparing and contrasting, can identify characters, reads and understands stories	Variety of literature, teacher made manipulative	
Range of Reading and Level of Text Complexity	**Range of Reading and Level of Text Complexity**			
10. Read and comprehend complex literary and informational texts independently and proficiently.	10. Actively engage in group reading activities with purpose and understanding.	Effectively participates and communicates in group reading activities, responds appropriatly and asks questions, obtains answers from a variety of resources, demonstrates understanding	Variety of literature	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Informational Text:			
	Key Ideas and Details			
	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Effectively participates and communicates in group discussions, responds appropriatly and asks questions, obtains answers from a variety of resources, demonstrates understanding	3 part cards, variety of texts	
	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	Identifies main idea and can describe key details, ability to sequence key details and can determine importance of key details	nomenclature cards, sequencing materials, Variety of texts, main idea command cards	
	3. 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.	Follows directions, ability to measure time, ability to sequence and determine cause and effect, demonstrates understanding of the passage of time, engages in scientific thought and process, makes predictions, using the scientific method	Vertical and horizontal presentation of Fundamental needs of Humans, science experiment cards, timelines, clock work, science materials, measurement tools, scientific texts, like a cookbook or how-to book	
	Craft and Structure			
	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	read for content; make inferences, analyze and draw conclusions; identify and use contextual clues for meaning	nomenclature cards, variety of literature and text, command cards, science experiments, science vocabulary materials	
	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	identify various text features and tools using appropriate vocabulary, familiar with current technologies available in classroom	presentations on research tools, like dictionary, thesaurus, etc., presentation on parts of a book, use of a computer for research, research materials	
	6. Distinguish their own point of view from that of the author of a text.	Identify point of view, participation in group discussion, verbalize opinion and ability to support opinion	Variety of text	
	Integration of Knowledge and Ideas			
	7. 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).	navigation of non-fiction text features (e.g. hyperlinks, glossary, bold text, digarams, captions, photographs, etc)	variety of factual books, newspapers, magazines, reference and resource materials	
	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	beginning guided research, introduction to scientific method, reading response, group discussions	sequencing cards, graphic organizers, timelines, guided questions (command cards), experiment cards,	

	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	finding main topic, guided discussion, written response, graphic organizers	sequencing cards, graphic organizers, timelines, guided questions (command cards), experiment cards,	
	Range of Reading and Level of Text Complexity			
	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	reading assessments, observations, interim assessments, formative (normed tests) and summative assessments, performance, daily documentation, rubrics	informational texts, including history/social studies, science and technical texts	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Foundational Skills:			
	Phonics and Word Recognition			
	3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	Demonstrates symbol-sound relationship, recognizes combinations of letters, identifies root words, understands meaning of suffix and prefix, demonstrates ability to construct and deconstruct, ability to decode, identify and uses different parts of words, recognizes and uses patterns	Listening activities, sandpaper letters-single and double sound, movable alphabet, word lists, 3 part cards, phonogram booklets or readers, prefix and suffix manipulatives, definition and etymology cards, syllabication interactive presentation, teacher made materials, word cards	
	Fluency			
	4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Ability to read, demonstrates understanding, recognizes words, ability to decode, asks questions, interacts with peers and adults, participates in discussion groups	Exposure to a variety of trade books, read aloud activities, Command Cards, sequencing activities, teacher made activities	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
Anchor Standards for Writing	**3rd Grade Language Arts Standards: Writing**			
Text Types and Purposes	**Text Types and Purposes**			
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. Provide a concluding statement or section.	writing process, introduction to parts of speech, outlining, paragraphing, sequencing, introduction to sentence types, introduction to writing genres and associated linking language	graphic organizers, journals, grammar boxes, reference materials (magazine's newspapers as examples)	
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. Provide a concluding statement or section.	writing process, outlining, paragraphing, sequencing, introduction to sentence types, using contextual clues, introduction to writing genres along with linking words and phrases	graphic organizers, journals, grammar boxes, reference materials,	

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure.	writing process, introduction to parts of speech (especially function of adjective), outlining, paragraph sequencing, introduction to sentence types, introduction to character development, using quotation marks	graphic organizers, journals, grammar boxes, reference materials, sentence analysis	
Production and Distribution of Writing	**Producation and Distribution of Writing**			
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	writing process, assignments that reflect presentations given in these particular areas, manuscript and cursive handwriting, grammar mechanics	student created written reports, research papers, Young Author's projects, grammar boxes, sentence analysis and symbolization,	
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	writing process, assignments that reflect productions of writing materials	rough drafts edits and final drafts, spelling lessons, use of dictionary/thesaurus, alphabetical order	
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Microsoft word, word processing	use technology to create student reports, research papers, Young Author's projects	
Research to Build and Present Knowledge	**Research to Build and Present Knowledge**			
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	7. Conduct short research projects that build knowledge about a topic.	construct knowledge of the research process	reference books, three part cards, guided questions, command cards, animal and plant question cards, animal and plant stories, history question charts, timelines, fundamental needs chart plant; and animal charts, botnay and geography charts, cultural subjects charts and timelines	
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	classification, field experiences, graphic organizing, scientific method,	classification materials (language, zoology, botany, history, geography, science), plant and animal care	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	9. (Begins in grade 4)			
Range of Writing	**Range of Writing**			
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	portfolio of writing samples related to activities listed above; journaling	journals, research papers, nomenclature books	
College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Speaking and Listening	**3rd Grade Language Arts Standards: Speaking & Listening**			
Comprehension and Collaboration	**Comprehension and Collaboration**			

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	1. 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	group time, class meetings and lessons, children learning protocols to group interaction, collaborative decision making, peer mediation, problem solving, book groups, learning active listening techniques	peace center and materials, conflict resolution materials, child developed code of conduct; general classroom materials and books	
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2.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.	verbal responses to read aloud information	trade books, charts, graphs, maps, teacher read aloud, , PowerPoint	
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	verbal responses to read aloud information	trade books, charts, graphs, maps, teacher read aloud, , PowerPoint, audio tapes, documentaries, videos	
Presentation of Knowledge and Ideas	**Presentation of Knowledge and Ideas**			
4. Present information, findings, and supporting evidence such that listeners can follow the circle of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	4. 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.	delivering a speech, improvisation, story telling, current events, show and tell, student feedback from a presentation	resource materials,	
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	creating an assignment that reflect the goals listed	materials and tape recorders, books with CDs	
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	modeling, description, making requests and having needs met	language rich environment	

College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
Anchor Standards for Language	**3rd Grade Language Arts Standards: Language**			
Conventions of Standard English	**Conventions of Standard English**			
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., childhood). Form and use regular and irregular verbs. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.	teacher presentation followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	adult language modeling, guided work followed by independent student work; using reference materials, sentence structure	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	

Knowledge of Language	**Knowledge of Language**			
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3.Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.* Recognize and observe differences between the conventions of spoken and written standard English.	teacher presentation, guided work followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
Vocabulary Acquisition and Use	**Vocabulary Acquisition and Use**			
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	4. 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	teacher presentation, sentence structure and word meaning, guided work followed by independent student work	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
5. Demonstrate understanding of word relationships and nuances in word meanings.	5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	teacher presentation, guided work followed by independent student work, poetry, telling jokes, idioms	grammar boxes, sentence analysis, language boxes (synonyms, prefixes, homophones, etc), word study, trade materials	
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	vocabulary building, words related to content, specific vocabulary related to sequencing,	past, present and future cards, chinese boxes,	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics: Operations and Algebraic Thinking			
	Represent and Solve Problems Involving Multiplication and Division			
	1. Interpret products of whole numbers, e.g., interpret 5 × 7 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 5 × 7.	understanding place value, understanding symbol and quantity relationship, ability to group and regroup, demonstrates multiplication math vocabulary, can identify the product of given equations, recognizes patterns	Multiplication Bead Board, colored bead box, equation boxes, squaring chains, cubing chains, multiplication snake game	
	2.Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	understanding place value, understanding symbol and quantity relationship, ability to distribute, demonstrates division math vocabulary, can identify the quotient of given equations, recognizes patterns	unit division board, equation boxes with equation and quotients	
	3. 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.1	Read and interpret displays of data, models understanding, construct and deconstruct algorithms	Word problem cards, decanomial bead box	

4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 = ?	Demonstrates and applies a knowledge of multiplication and division operations, ability to recognize symbols, solve problems using systems of numbers and their properties.	Multiplication and division working charts, multiplication equation and product box, division equation and quotient box, decanomial bead box, squaring and cubing chains, decanomial layout, multiplication and division tables	
Understand properties of multiplication and the relationship between multiplication and division.			
5. Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)	Recognizes properties, relationships of algorithms	Decanomial layout, decanomial bead box, Mulitplication working chart 1 and 2, binomial cube, trinomial cube, cubing material, colored counting bars, binomial of a square, trinomial of a square, Multiplication tables	
6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Demonstrates and applies a knowledge of multiplication and division operations, ability to recognize symbols, solve problems using systems of numbers and their properties.	Division working charts, unit division board, multiplication bead board	
Multiply and Divide within 100			
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit number	Solve problems using number facts	Multiplication and Division Working Charts, Multiplication Tables, Division Tables, Prepared Equations	
Solve problems involving the four operations, and identify and explain patterns in arithmetic.			
8. 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.	Read and interpret displays of data, models understanding, construct and deconstruct algorithms	Teacher made materials, word problem cards	
9. 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	Identify patterns, knowledge of operations, solve problems using number facts	hundred board, addition strip board, Decanomial bead box, Golden bead material, stamp game, addition snake game, dot game, table rods, cards and counters, red and blue rods, pythagoras board, addition working charts, addition equation and sums, addition tables, subtraction snake game, subtraction strip board, subtraction working charts, subtraction equations and sums box, subtraction tables, multiplication board, multiplication working charts, multiplication snake game, multiplication working charts, unit division board, division working charts, division equation and dividends box, teacher created materials	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics: Number & Operations in Base Ten			
	Use place value understanding and properties of operations to perform multi-digit arithmetic			

1. Use place value understanding to round whole numbers to the nearest 10 or 100.			
2.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.		Golden Bead material, decimal cards, stamp game, small bead frame, large bead frame, golden mat	
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.		Ten squaring chain, hundred board, pythagoras board, golden bead materials, checkerboard, small bead frame, large bead frame, golden bead frame (flat bead frame), small and large bead frame paper, dot board, dot board paper,	

3rd Grade Reading Standards for Mathematics: Number & Operations--Fractions			
Develop understanding of fractions as numbers.			
1.Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	
2.Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction 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 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. 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		Fraction skittles, Fraction circle, Cut-out Labled Fraction Circle, Fraction Mat, Teacher made materials	

College & Career Readiness Anchor Standards	Third Grade CORE Standards	Learning Activity	Montessori Materials	Aim of Materials (Direct and Indirect)
	3rd Grade Reading Standards for Mathematics:Measurements and Data			
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.			
	1. Tell and write time to the nearest minute and measure 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.		Clock with movable hands, clock activity cards, teacher made activity, solaris clock	
	2.Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 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		scale, geometric solids, manipulative materials	

Represent and interpret data			

	3.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.		teacher made materials	
	4. 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		rulers, teacher made materials	
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
	5. Recognize area as an attribute of plane figures and understand concepts of area measurement. 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. 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.		Geometry cabinet, yellow triangles for area, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes,	
	6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).		yellow triangles for area, The history of measurement	
	7. Relate area to the operations of multiplication and addition. 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. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. 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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.		Geometry cabinet, yellow triangles for area, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes, teacher chosen manipulatives	
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.			
	8. 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.		Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, rulers, measuring tapes, geometric solids and wooden faces	
College & Career Readiness Anchor Standards	**Third Grade CORE Standards**	**Learning Activity**	**Montessori Materials**	**Aim of Materials (Direct and Indirect)**
	3rd Grade Reading Standards for Mathematics: Geometry			
	Reason with shapes and their attributes.			
	1. 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		Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box, nomenclature three- part cards	
	2. 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 1/4 of the area of the shape.		nomenclature three part cards, Geometry cabinet, Triangle box, small hexagon box, large hexagon box, rectangle box, blue rectangle box,	