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Maryland College and Career-Ready Standards for Mathematics 2019 Grade 3

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Maryland Standards Codes	Maryland College and Career-Ready Standards for Mathematics 2019, Grade 3	SuccessMaker Item Description	Item ID
3.G.A.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.	Identify the quadrilaterals in a set of figures.	SMMA_LO_00615
		Identify parallelograms, rhombuses, and trapezoids.	SMMA_LO_00620
		Identify the quadrilaterals that are trapezoids or rhombuses.	SMMA_LO_00659
3.G.A.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 ¼ of the area of the shape.	Identify a model that represents a fraction (halves, thirds, fourths).	SMMA_LO_00404
		Identify a fraction that represents a model (halves, thirds, fourths).	SMMA_LO_00405
		Draw one to two segments to divide a figure into two to four congruent parts.	SMMA_LO_00640
		Partition shapes into equal parts.	SMMA_LO_02000
		R: Identify the model that is divided into equal parts (2 to 8 parts).	SMMA_LO_00400
		R: Count the number of equal parts in a fractional model (2 to 8 parts).	SMMA_LO_00402
		R: Identify the figure divided into equal parts (halves to eighths).	SMMA_LO_00417
3.MD.A.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.	Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).	SMMA_LO_00142
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	SMMA_LO_00153
		Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	SMMA_LO_00155
		Find the time one to five hours before or after a given time (across 12 o'clock).	SMMA_LO_00162
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	SMMA_LO_00175
		Find the elapsed time (1 1/2 to 6 1/2 hours, start times and end times on the hour or half-hour, can cross 12 o'clock).	SMMA_LO_00770
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_00775
		Find the time 5 to 50 minutes after the time shown (analog clock).	SMMA_LO_00798
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
		Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670

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		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_02155
3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Add units of capacity (pints, sums 2 to 6).	SMMA_LO_00764
		Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	SMMA_LO_01301
		R: Select the appropriate standard unit of measurement for length, capacity, and weight (customary).	SMMA_LO_00729
		R: Add nonstandard units of capacity (sums 2 to 8).	SMMA_LO_00739
		R: Subtract nonstandard units of capacity (differences 0 to 3).	SMMA_LO_00742
		R: Find the capacity of a container (3 to 10 nonstandard units).	SMMA_LO_00754
		R: Select the appropriate standard unit of measurement for length, capacity, and weight (metric).	SMMA_LO_00767
		R: Identify the reasonable weight of an object (ounces, pounds, and tons).	SMMA_LO_00787
		R: Choose the appropriate customary units of liquid measure (cups, quarts, and gallons).	SMMA_LO_01674
3.MD.B.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 may 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.	Read and interpret a horizontal pictograph with a scale of 2 (five items).	SMMA_LO_00140
		Make a pictograph from a set of data.	SMMA_LO_00146
		Select a circle graph whose sectors are in the same proportions as the data displayed in a given table.	SMMA_LO_01160
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01172
		Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.	SMMA_LO_01174
		Complete and interpret a pictograph (partial pictures included).	SMMA_LO_01207
		Create a bar graph using data from a chart of values.	SMMA_LO_01696
		Create a bar graph.	SMMA_LO_01769
3.MD.B.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.	Measure the length of a bar to the nearest 1/4 inch or 0.5 cm.	SMMA_LO_00822

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3.MD.C.5a	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. 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.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
3.MD.C.5b	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.	Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028
3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in., square ft., and improvised units).	Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
		Identify the figure in a set with the least or greatest area (figures are made up of squares).	SMMA_LO_00776
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
		Using a grid, find the area of a simple figure (8 to 60 nonstandard units).	SMMA_LO_00786
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
		Estimate the area of a figure on a grid (3 to 11 square units).	SMMA_LO_00808
		Find the area of an irregular figure displayed on a grid (12 to 50 square units).	SMMA_LO_01280
3.MD.C.7a	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.	Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029
3.MD.C.7b	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.	Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		Identify rectangles that have equal areas, but different dimensions.	SMMA_LO_00823
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
3.MD.C.7c	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 x b and a x c. Use	Identify equivalent arrays with different factors.	SMMA_LO_01715
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716

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	area models to represent the distributive property in mathematical reasoning.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
3.MD.C.7d	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.	Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
3.MD.D.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.	Find the perimeter of a rectangle (24 to 48 customary or metric units).	SMMA_LO_00169
		Given the length of one side of a rectangle, measure another side, and then find the perimeter.	SMMA_LO_00788
		Given the lengths of all sides, find the perimeter of a rectangle.	SMMA_LO_00821
		Given a perimeter, mark equilateral polygons with the same side measures.	SMMA_LO_00849
		Identify examples of relationships between area and perimeter.	SMMA_LO_00850
		R: Count to find the perimeter (3 to 9 nonstandard units).	SMMA_LO_00708
		R: Identify the shape with the greater perimeter (3 to 11 nonstandard units).	SMMA_LO_00734
		R: Find the perimeter of a figure (3 to 10 nonstandard units).	SMMA_LO_00757
		R: Identify the expression for the perimeter of a figure.	SMMA_LO_00818
3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a two-digit number to the nearest ten.	SMMA_LO_01028
		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	SMMA_LO_01052
		Round a two-digit or three-digit number to the nearest ten.	SMMA_LO_01059
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
		Determine the reasonableness of a sum or difference (two- and three-digit numbers).	SMMA_LO_01259
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		Round a two-digit number to the nearest ten (hundreds chart).	SMMA_LO_01648
		Round a two-digit number to the nearest ten.	SMMA_LO_01649

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		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651
		Estimate the difference (three-digit, differences 100 to 800).	SMMA_LO_01676
3.NBT.A.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.	Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).	SMMA_LO_00089
3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range of 10- 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	Multiply whole numbers (student choice, products 20 x 2 to 90 x 9, multiples of 10).	SMMA_LO_00878
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	SMMA_LO_00885
3.NF.A.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.	Identify the set of shapes that represents a fraction (halves, thirds, fourths).	SMMA_LO_00406
		Identify the figure showing a fractional part shaded (halves, thirds, fourths).	SMMA_LO_00409
		Identify the fraction representing a shaded region (halves, thirds, fourths).	SMMA_LO_00410
		Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).	SMMA_LO_00413
		Identify a fractional portion of a set (halves, thirds, fourths).	SMMA_LO_00415
		Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
		Solve a problem by finding the fractional amount of a set (halves to eighths).	SMMA_LO_00424
		Identify a fractional portion of a set (halves to eighths).	SMMA_LO_00425
		Partition shapes into equal parts.	SMMA_LO_02000
		Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034
		R: Count the fractional parts and total number of parts in a region (halves, thirds, fourths).	SMMA_LO_00403
		R: Match the word name of a fraction to a fraction (halves, thirds, fourths).	SMMA_LO_00411
		R: Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		R: Match the word name of the fraction to the fraction (halves to eighths).	SMMA_LO_00416
		R: Count shaded parts and the total number of parts (halves to eighths).	SMMA_LO_00419

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		R: Count the shaded and total number of elements in a set (halves to eighths).	SMMA_LO_00423
3.NF.A.2a	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 unit fraction 1/b by partitioning a number line and then finding 1/b on it.	SMMA_LO_02148
3.NF.A.2b	Represent a fraction a/b on a number line diagram by marking off a lengths of 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.	Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	SMMA_LO_00431
3.NF.A.3a	Represent two fractions as equivalent (equal) if they are the same size, or the same point on the number line.	Model equivalent fractions; identify equivalent fractions on a number line.	SMMA_LO_02035
3.NF.A.3b	Recognize and generate simple equivalent fractions, e.g., ½ = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Using models, find equivalent fractions (halves to sixteenths).	SMMA_LO_00433
		Determine if a fraction can be simplified; simplify if possible (simplified fractions 1/2 to 3/4).	SMMA_LO_00452
		Identify two equivalent fractions for 1/2.	SMMA_LO_01708
3.NF.A.3c	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.	Find a fraction equal to 1 (halves to eighths).	SMMA_LO_00427
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443
3.NF.A.3d	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.	Using a number line, compare fractions (like denominators, halves to sixteenths).	SMMA_LO_00434
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435
		Compare fractions (like denominators, thirds to sixteenths).	SMMA_LO_00447
3.OA.A.1	Interpret products of whole numbers, e.g., interpret 5 x 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 x 7.	Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		R: Solve addition and multiplication problems (products 2 × 6 to 2 × 9).	SMMA_LO_00854

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3.OA.A.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.	Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
3.OA.A.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.	Divide using graphic models (combinations to 5 x 5).	SMMA_LO_00279
		Identify the method to solve a multiplication problem with extra information.	SMMA_LO_01267
		Identify the method to solve a division problem with extra information.	SMMA_LO_01268
		Identify the missing information needed to solve a multiplication problem in context; then solve the problem.	SMMA_LO_01283
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Make a picture to solve a quotative division problem (dividends to 20).	SMMA_LO_01565
		Identify and solve an expression that represents a multiplication problem in context (model shown, products to 32).	SMMA_LO_01570
		Find twice the amount of the money shown (products to 20).	SMMA_LO_01571
		Solve a multiplication problem in context (counting feedback, products 2 × 2 to 5 × 5).	SMMA_LO_01572
		Solve a multiplication problem in context (repeated addition feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01578
		Solve a multiplication problem in context with extra information.	SMMA_LO_01589
		Identify and solve an expression that represents a multiplication problem in context (products 3 x 4 to 9 x 9).	SMMA_LO_01590
		Solve a problem using data in a table (twice, half, three times, or four times an amount).	SMMA_LO_01593
		Solve a one-step division problem (math facts 2 × 2 to 9 × 9).	SMMA_LO_01600
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
		Use repeated subtraction to solve a division problem (dividends 4 to 24).	SMMA_LO_01664

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		Identify four arrays for a given product (products 6 to 30).	SMMA_LO_01858
		R: Identify the number sentence that represents a division problem in context (model shown, dividends to 20).	SMMA_LO_01569
		R: Create arrays for a given product (products 6 to 30).	SMMA_LO_01859
3.OA.A.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 x ? = 48, 5 =□÷ 3, 6 x 6 = ?	Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7).	SMMA_LO_00285
		Solve for a or b in a x b = c (products 1 x 2 to 5 x 9).	SMMA_LO_00351
		Solve for a or b in a ÷ b = c (combinations 1 × 2 to 5 × 5).	SMMA_LO_00352
		Solve for a or b in a ÷ b = c (combinations 6 × 6 to 9 × 9).	SMMA_LO_00354
		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Find the missing factor (products 6 x 1 to 9 x 5).	SMMA_LO_00866
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00873
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00877
		Find the missing factor (products 2 x 2 to 12 x 12).	SMMA_LO_00881
		Find the missing factor (products 20 x 11 to 90 x 99, multiples of 10).	SMMA_LO_00891
		R: Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
3.OA.B.5	Apply properties of operations as strategies to multiply and divide, For example: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (Commutative property of multiplication) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x5) + (8 x 2) which leads to 40 + 16 = 56. (Distributive property)	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.	SMMA_LO_02036
		Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.	SMMA_LO_02037
		Apply the Distributive Property as a strategy to multiply whole numbers.	SMMA_LO_02038

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3.OA.B.6	Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Represent a division problem as an unknown- factor problem; then find the missing factor.	SMMA_LO_02039
3.OA.C.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 numbers.	Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Divide (combinations 2 x 10 to 5 x 12).	SMMA_LO_00286
		Divide (combinations 5 x 9 to 6 x 12).	SMMA_LO_00288
		Divide (combinations 2 x 13 to 5 x 19, no remainder).	SMMA_LO_00305
		Solve for c in a × b = c (products 1 × 2 to 5 × 9).	SMMA_LO_00346
		Find the quotient (dividends 6 × 6 to 9 × 9).	SMMA_LO_00349
		Compare products (products 2 x 2 to 9 x 9).	SMMA_LO_00350
		Solve for c in a x b = c (products 6 x 2 to 9 x 12).	SMMA_LO_00353
		Compare quotients (combinations 2 × 2 to 9 × 9).	SMMA_LO_00355
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Multiply two one-digit numbers (products 6 x 2to 9 x 5).	SMMA_LO_00865
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868

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3.OA.D.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.	Work backward to solve a two-step problem.	SMMA_LO_01288
		Find the missing information needed to solve a problem; then solve.	SMMA_LO_01293
		Estimate the distance by rounding (d = rt).	SMMA_LO_01606
		Solve a two-step multiplication and addition problem in context.	SMMA_LO_01633
		R: Solve for a, b, or c in a + b + c = d (sums 10 to 19).	SMMA_LO_00335
		R: Solve for d in a + b + c = d (one-digit addends, sums 20 to 27).	SMMA_LO_00339
		R: Identify the missing operation in a subtraction or addition number sentence (basic facts).	SMMA_LO_01031
		R: Identify the missing operation (sums 20 to 99, differences 10 to 70).	SMMA_LO_01055
		R: Identify the missing operation in a number sentence (all operations).	SMMA_LO_01074
		R: Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).	SMMA_LO_01254
		R: Identify a number sentence that could be used to solve a multiplication problem.	SMMA_LO_01270
		R: Identify extra information in a problem.	SMMA_LO_01272
		R: Identify the missing information needed to solve a two-step problem; then solve the problem.	SMMA_LO_01274
		R: Identify an expression that can be used to solve a problem (inverse operations).	SMMA_LO_01275
		R: Estimate the number of objects to the nearest ten (21 to 49 objects).	SMMA_LO_01548
		R: Solve a problem in context that involves finding the difference of 2 three-digit numbers.	SMMA_LO_01610
3.OA.D.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 if the sum, difference, or product of two numbers is even or odd.	SMMA_LO_01086

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"R" denotes a learning object that enables students to achieve readiness for a standard. These learning objects reinforce prerequisite skills needed for understanding and mastery of the content described in the standard.