

<p style="text-align: center;">New Jersey Student Learning Standards for Mathematics 2016 Grade 3</p>	<p style="text-align: center;">Item Code</p>	<p style="text-align: center;">SuccessMaker Item Description</p>
(3.OA) Operations and Algebraic Thinking		
(3.OA.A) Represent and solve problems involving multiplication and division.		
(3.OA.A.1) Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. Example:: For example, describe and/or represent a context in which a total number of objects can be expressed as 5×7 .	SMMA_LO_01237	Make a picture to solve a multiplication problem (basic facts).
	SMMA_LO_01246	Identify a picture that represents a multiplication problem (basic facts).
	SMMA_LO_00854	Solve addition and multiplication problems (products 2×6 to 2×9).
(3.OA.A.2) Interpret whole--number quotients of whole numbers, e.g., interpret $56 \div 8$ 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 and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	SMMA_LO_01238	Make a picture to solve a division problem (math facts).
	SMMA_LO_01245	Identify a picture that represents a division problem (math facts).
(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. See Glossary, Table 2.	SMMA_LO_00279	Divide using graphic models (combinations to 5×5).
	SMMA_LO_02501	Multiply within 100. Add within 1000 to solve problems.

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

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	SMMA_LO_01858	Identify four arrays for a given product (products 6 to 30).
	SMMA_LO_01569	Identify the number sentence that represents a division problem in context (model shown, dividends to 20).
	SMMA_LO_01859	Create arrays for a given product (products 6 to 30).
(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 $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.	SMMA_LO_00285	Find the missing dividend or divisor (combinations 4×4 to 7×7 , no remainder).
	SMMA_LO_00351	Solve for a or b in $a \times b = c$ (products 1×2 to 5×9).
	SMMA_LO_00352	Solve for a or b in $a \div b = c$.
	SMMA_LO_00354	Solve for a or b in $a \div b = c$.
	SMMA_LO_00856	Find the missing factor (products to 5×5).
	SMMA_LO_00858	Find the missing factor (products to 5×5).
	SMMA_LO_00860	Find the missing factor (products 1×6 to 5×9).
	SMMA_LO_00862	Find the missing factor (products 1×6 to 5×9).
	SMMA_LO_00864	Find the missing factor (products 1×6 to 9×5).
	SMMA_LO_00866	Find the missing factor (products 6×1 to 9×5).
	SMMA_LO_00873	Find the missing factor (products 6×6 to 9×9).
	SMMA_LO_00877	Find the missing factor (products 6×6 to 9×9).
	SMMA_LO_00881	Find the missing factor (products 2×2 to 12×12).
	SMMA_LO_00891	Find the missing factor (products 20×11 to 90×99 , multiples of 10).
	SMMA_LO_00344	Complete fact families with four facts (products 2×3 to 8×9).

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(3.OA.B) Understand properties of multiplication and the relationship between multiplication and division.		
(3.OA.B.5) Apply properties of operations as strategies to multiply and divide. Students need not use formal terms for these properties. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	SMMA_LO_02036	Apply the Commutative Property of Multiplication as a strategy to multiply and divide whole numbers.
	SMMA_LO_02037	Apply the Associative Property of Multiplication as a strategy to multiply whole numbers.
	SMMA_LO_02038	Apply the Distributive Property as a strategy to multiply whole numbers.
(3.OA.B.6) Understand division as an unknown--factor problem. Example: For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	SMMA_LO_02039	Represent a division problem as an unknown-factor problem; then find the missing factor.
(3.OA.C) Multiply and divide within 100.		
(3.OA.C.7) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	SMMA_LO_00280	Divide using basic facts (combinations to 5×5).
	SMMA_LO_00282	Divide using basic facts (combinations 2×6 to 9×5).

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	SMMA_LO_00284	Divide (combinations 6 x 6 to 9 x 9, no remainder).
	SMMA_LO_00286	Divide (combinations 2 x 10 to 5 x 12, no remainder).
	SMMA_LO_00288	Divide (combinations 5 x 9 to 6 x 12, no remainder).
	SMMA_LO_00305	Divide (combinations 2 x 13 to 5 x 19, no remainder).
	SMMA_LO_00346	Solve for c in $a \times b = c$ (products 1 x 2 to 5 x 9).
	SMMA_LO_00349	Find the quotient (dividends $6 \div 6$ to $9 \div 9$).
	SMMA_LO_00350	Compare products (products 2 x 2 to 9 x 9).
	SMMA_LO_00353	Solve for c in $a \times b = c$ (products 6 x 2 to 9 x 12).
	SMMA_LO_00355	Compare quotients (combinations $2 \div 2$ to $9 \div 9$).
	SMMA_LO_00855	Multiply whole numbers (products to 5 x 5).
	SMMA_LO_00857	Multiply two one-digit numbers (products 6 x 1 to 9 x 5).
	SMMA_LO_00859	Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).
	SMMA_LO_00861	Multiply two one-digit numbers (products 1 x 2 to 5 x 5).
	SMMA_LO_00863	Multiply two one-digit numbers (products 1 x 6 to 5 x 9).
	SMMA_LO_00865	Multiply two one-digit numbers (products 6 x 2 to 9 x 5).
	SMMA_LO_00867	Multiply two one-digit numbers (products 6 x 6 to 9 x 9).
	SMMA_LO_00868	Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).
(3.OA.D) Solve problems involving the four operations, and identify and explain patterns in arithmetic.		

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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. This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	SMMA_LO_00339	Determine the unknown whole number in an equation relating four whole numbers using comparative relational thinking
	SMMA_LO_01288	Work backward to solve a two-step problem.
	SMMA_LO_01293	Find the missing information needed to solve a problem; then solve.
	SMMA_LO_01606	Estimate the distance by rounding ($d = rt$).
	SMMA_LO_01633	Solve a two-step multiplication and addition problem in context.
	SMMA_LO_00335	Solve for a, b, or c in $a + b + c = d$ (sums 10 to 19).
	SMMA_LO_01031	Identify the missing operation in a subtraction or addition number sentence (basic facts).
	SMMA_LO_01055	Identify the missing operation (sums 20 to 99, differences 10 to 70).
	SMMA_LO_01074	Identify the missing operation in a number sentence (all operations).
	SMMA_LO_01254	Identify a number sentence that can be used to solve an addition, a subtraction, or a multiplication problem (one- or two-digit).
	SMMA_LO_01270	Identify a number sentence that could be used to solve a multiplication problem.
	SMMA_LO_01272	Identify extra information in a problem.

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	SMMA_LO_01274	Identify the missing information needed to solve a two-step problem; then solve the problem.
	SMMA_LO_01275	Identify an expression that can be used to solve a problem (inverse operations).
	SMMA_LO_01548	Estimate the number of objects to the nearest ten (21 to 49 objects).
	SMMA_LO_01610	Solve a problem in context that involves finding the difference of 2 three-digit numbers.
	SMMA_LO_02500	Add and subtract data from a bar graph (whole numbers within 1000) to solve real-world problems
(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.	SMMA_LO_01086	Identify if the sum, difference, or product of two numbers is even or odd.
(3.NBT) Number and Operations in Base Ten		
(3.NBT.A) Use place value understanding and properties of operations to perform multi-digit arithmetic. A range of algorithms may be used.		
(3.NBT.A.1) Use place value understanding to round whole numbers to the nearest 10 or 100.	SMMA_LO_01028	Round a two-digit number to the nearest ten.
	SMMA_LO_01036	Round a three-digit number to the nearest hundred.
	SMMA_LO_01052	Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).
	SMMA_LO_01059	Round a two-digit or three-digit number to the nearest ten.
	SMMA_LO_01081	Round a three- to five-digit number to the nearest hundred.

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	SMMA_LO_01259	Determine the reasonableness of a sum or difference (two- and three-digit numbers).
	SMMA_LO_01615	Estimate the sum by rounding to the nearest 10 (two-digit addends).
	SMMA_LO_01647	Round two-digit numbers to the nearest ten.
	SMMA_LO_01648	Round a two-digit number to the nearest ten (hundreds chart).
	SMMA_LO_01649	Round a two-digit number to the nearest ten.
	SMMA_LO_01650	Round a three-digit number to the nearest hundred.
	SMMA_LO_01651	Round a three-digit number to the nearest hundred.
	SMMA_LO_01652	Round a three-digit number to the nearest hundred.
	SMMA_LO_01676	Estimate the difference (three-digit, differences 100 to 800).
(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.	SMMA_LO_00089	Add two addends (a two-digit and a three-digit addend, sums 111 to 899, regrouping).
(3.NBT.A.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.	SMMA_LO_00878	Multiply whole numbers (student choice, 2-digit multiple of 10 x 1-digit, products 20×2 to 90×9).
	SMMA_LO_00885	Multiply whole numbers (products 2×20 to 90×9 , multiples of 10).
(3.NF) Number and Operations— Fractions Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.		
(3.NF.A) Develop understanding of fractions as numbers.		

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(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 $1/b$.	SMMA_LO_00406	Identify the set of shapes that represents a fraction (halves, thirds, fourths).
	SMMA_LO_00409	Identify the figure showing a fractional part shaded (halves, thirds, fourths).
	SMMA_LO_00410	Identify the fraction representing a shaded region (halves, thirds, fourths).
	SMMA_LO_00413	Identify the figure showing the fraction of a set shaded (halves, thirds, fourths).
	SMMA_LO_00414	Identify the fraction representing shaded items in a set (halves, thirds, fourths).
	SMMA_LO_00415	Identify a fractional portion of a set (halves, thirds, fourths).
	SMMA_LO_00420	Identify the figure showing a fraction of a region shaded (halves to eighths).
	SMMA_LO_00421	Identify a fraction representing the shaded part (halves to eighths).
	SMMA_LO_00422	Enter the fraction representing the shaded amount (halves to eighths).
	SMMA_LO_00424	Solve a problem by finding the fractional amount of a set (halves to eighths).
	SMMA_LO_00425	Identify a fractional portion of a set (halves to eighths).
	SMMA_LO_02034	Model a fraction a/b by filling in a out of b sections in a fraction model.
	SMMA_LO_02184	Use concrete models to count fractional parts beyond one whole.
	SMMA_LO_02189	Compose and decompose a fraction a/b as a sum of parts $1/b$.
	SMMA_LO_00403	Count the fractional parts and total number of parts in a region (halves, thirds, fourths).
	SMMA_LO_00411	Match the word name of a fraction to a fraction (halves, thirds, fourths).

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	SMMA_LO_00412	Count the fractional parts and total number of parts in a set (halves, thirds, fourths).
	SMMA_LO_00416	Match the word name of the fraction to the fraction (halves to eighths).
	SMMA_LO_00419	Count shaded parts and the total number of parts (halves to eighths).
	SMMA_LO_02000	Partition shapes into equal parts.
	SMMA_LO_00423	Count the shaded and total number of elements in a set (halves to eighths).
(3.NF.A.2) Understand a fraction as a number on the number line; represent fractions on a number line diagram.	SMMA_LO_02502	Compare and order fractions with the same denominator. Identify and generate equivalent fractions.
(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.	SMMA_LO_02148	Represent a unit fraction $1/b$ by partitioning a number line and then finding $1/b$ on it.
(3.NF.A.2b) 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.	SMMA_LO_00430	Enter the missing fraction on a number line (halves to eighths).
	SMMA_LO_00431	Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.
	SMMA_LO_02190	Represent fractions of halves, fourths, and eighths as distances from zero on a number line.
(3.NF.A.3) Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.		

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(3.NF.A.3a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	SMMA_LO_02035	Model equivalent fractions; identify equivalent fractions on a number line.
(3.NF.A.3b) 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.	SMMA_LO_00433	Using models, find equivalent fractions (halves to twelfths).
	SMMA_LO_00452	Determine if a fraction can be simplified; simplify if possible (simplified fractions $1/2$ to $3/4$).
	SMMA_LO_02502	Compare and order fractions with the same denominator. Identify and generate equivalent fractions.
	SMMA_LO_01708	Identify two equivalent fractions for $1/2$.
(3.NF.A.3c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Example:: 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.	SMMA_LO_00427	Find a fraction equal to 1 (halves to eighths).
	SMMA_LO_00443	Using a model, rewrite a whole number as a fraction (halves to eighths).
(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.	SMMA_LO_00434	Using a number line, compare fractions (like denominators, halves to sixteenths).
	SMMA_LO_00435	Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).
	SMMA_LO_00447	Compare fractions (like denominators, thirds to sixteenths).

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	SMMA_LO_02502	Compare and order fractions with the same denominator. Identify and generate equivalent fractions.
(3.MD) Measurement and Data		
(3.MD.A) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
(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.	SMMA_LO_00142	Find the elapsed time (differences from 1 to 6 hours, does not cross 12 o'clock).
	SMMA_LO_00153	Find the time one to five hours before or after a given time (not crossing 12 o'clock).
	SMMA_LO_00155	Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).
	SMMA_LO_00162	Find the time one to five hours before or after a given time (across 12 o'clock).
	SMMA_LO_00175	Find the time one to twelve hours and ten to fifty-five minutes from a starting time.
	SMMA_LO_00731	Determine elapsed time (1 to 6 hours, start and end times on the hour, can cross 12 o'clock).
	SMMA_LO_00770	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_00771	Show time to the minute using digital and analog clocks.
	SMMA_LO_00775	Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).
	SMMA_LO_00798	Find the time 5 to 50 minutes after the time shown (analog clock).

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	SMMA_LO_01547	Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).
	SMMA_LO_01670	Set the digital clock to match the time on the analog clock to the exact minute.
	SMMA_LO_02155	Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).
(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. Excludes compound units such as cm^3 and finding the geometric volume of a container. Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).	SMMA_LO_00764	Add units of capacity (pints, sums 2 to 6).
	SMMA_LO_01301	Read weights from a chart; choose two weights that equal a given total (sums to 1,500).
	SMMA_LO_00729	Select the appropriate standard unit of measurement for length, capacity, and weight (customary).
	SMMA_LO_00739	Add nonstandard units of capacity (sums 2 to 8).
	SMMA_LO_00742	Subtract nonstandard units of capacity (differences 0 to 3).
	SMMA_LO_00754	Find the capacity of a container (3 to 10 nonstandard units).
	SMMA_LO_00767	Select the appropriate standard unit of measurement for length, capacity, and weight (metric).

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	SMMA_LO_00787	Identify the reasonable weight of an object (ounces, pounds, and tons).
	SMMA_LO_01674	Choose the appropriate customary units of liquid measure (cups, quarts, and gallons).
(3.MD.B) Represent and interpret data.		
(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 many less" problems using information presented in scaled bar graphs. Example:: For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	SMMA_LO_00140	Read and interpret a horizontal pictograph with a scale of 2 (five items).
	SMMA_LO_00146	Make a pictograph from a set of data.
	SMMA_LO_01160	Select a circle graph whose sectors are in the same proportions as the data displayed in a given table.
	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	Compare the amounts of two rows in a pictograph whose scale is 2, 5, or 10 items per picture.
	SMMA_LO_01207	Complete and interpret a pictograph.
	SMMA_LO_01696	Create a bar graph using data from a chart of values.
	SMMA_LO_02500	Add and subtract data from a bar graph (whole numbers within 1000) to solve real-world problems
	SMMA_LO_01769	Create a bar graph.
(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.	SMMA_LO_00822	Measure the length of a bar to the nearest 1/4 inch or 0.5 cm.

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(3.MD.C) Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
(3.MD.C.5) Recognize area as an attribute of plane figures and understand concepts of area measurement.		
(3.MD.C.5a) 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.	SMMA_LO_02027	Identify a unit square and what attribute it is used to measure.
(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.	SMMA_LO_02028	Find the area of a plane figure made up of square units and halves of square units.
(3.MD.C.6) Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).	SMMA_LO_00752	Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).
	SMMA_LO_00773	Find the area of a rectangle (5 to 25 square centimeters).
	SMMA_LO_00776	Identify the figure in a set with the least or greatest area (figures are made up of squares).
	SMMA_LO_00783	Count squares and half squares to find the area of a figure in square centimeters.
	SMMA_LO_00786	Using a grid, find the area of a simple figure (8 to 60 nonstandard units).
	SMMA_LO_00802	Identify a figure with a given area on a geoboard (4 to 15 square units).
	SMMA_LO_00808	Estimate the area of a figure on a grid (3 to 11 square units).
	SMMA_LO_01280	Find the area of an irregular figure displayed on a grid (12 to 50 square units).
(3.MD.C.7) Relate area to the operations of multiplication and addition.		

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(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.	SMMA_LO_02029	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.
(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.	SMMA_LO_00173	Find the area of a rectangle (36 to 144 customary or metric square units).
	SMMA_LO_00823	Identify rectangles that have equal areas, but different dimensions.
	SMMA_LO_02030	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.
(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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	SMMA_LO_01715	Identify equivalent arrays with different factors.
	SMMA_LO_01716	Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.
	SMMA_LO_02031	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).
(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.	SMMA_LO_02032	Find the area of a rectilinear figure in a context by decomposing it into two rectangles.

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	SMMA_LO_02501	Multiply within 100. Add within 1000 to solve problems.
(3.MD.D) Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
(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.	SMMA_LO_00169	Find the perimeter of a rectangle (24 to 48 customary or metric units).
	SMMA_LO_00788	Given the length of one side of a rectangle, measure another side, and then find the perimeter.
	SMMA_LO_00821	Given the lengths of all sides, find the perimeter of a rectangle.
	SMMA_LO_00849	Given a perimeter, mark equilateral polygons with the same side measures.
	SMMA_LO_00850	Identify examples of relationships between area and perimeter.
	SMMA_LO_00708	Count to find the perimeter (3 to 9 nonstandard units).
	SMMA_LO_00734	Identify the shape with the greater perimeter (3 to 11 nonstandard units).
	SMMA_LO_00757	Find the perimeter of a figure (3 to 10 nonstandard units).
	SMMA_LO_00818	Identify the expression for the perimeter of a figure.
(3.G) Geometry		
(3.G.A) Reason with shapes and their attributes.		

New Jersey Student Learning Standards for Mathematics 2016 Grade 3	Item Code	SuccessMaker Item Description
(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.	SMMA_LO_00615	Identify the quadrilaterals in a set of figures.
	SMMA_LO_00620	Identify parallelograms, rhombuses, and trapezoids.
	SMMA_LO_00659	Identify the quadrilaterals that are trapezoids or rhombuses.
(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 $\frac{1}{4}$ of the area of the shape.	SMMA_LO_00404	Identify a model that represents a fraction (halves, thirds, fourths).
	SMMA_LO_00405	Identify a fraction that represents a model (halves, thirds, fourths).
	SMMA_LO_00640	Draw one to two segments to divide a figure into two to four congruent parts.
	SMMA_LO_00400	Identify the model that is divided into equal parts (2 to 8 parts).
	SMMA_LO_00402	Count the number of equal parts in a fractional model (2 to 8 parts).
	SMMA_LO_00417	Identify the figure divided into equal parts (halves to eighths in words).
	SMMA_LO_02000	Partition shapes into equal parts.

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