English Language Arts (ELA) NYSAA Frameworks

Grade 3

2014–15

New York State Alternate Assessment

CCLS and Essence(s) ELA – Grade 3

CCLS Strand: Reading Standards for Literature		
CCLS Sub-Strand: Responding to Literature		**CCLS Page(s):** 19
CCLS Code	**Grade-Specific Standard**	**Essence(s) of Standard**
RL.3.11	11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. a. Self-select text based upon personal preferences.	Select and respond to narratives, poetry, and other literary texts by making text-to-self, text-to-text, and/or text-to-world connections.

Extensions and Assessment Tasks	ELA – Grade 3 RL.3.11	Extension 1

Extensions		
Less Complex ◀ ··· ··◀·· ···◀··· ···▶·· ···▶··· ···▶ **More Complex**		
Identify a text-to-self connection from a narrative, poem, or other literary text. (31411)	Identify a text-to-text connection comparing two narratives, poems, or other literary texts. (31421)	Identify a text-to-world connection. (31431)
Assessment Tasks		
• The student will identify a text-to-self connection to a narrative, poem, or other literary text read or read aloud (e.g., after reading or listening to a story about horses, the student selects an illustration of themselves on a horse from a set of choices; after reading or listening to a text about classroom behaviors, the student selects a picture representing them raising his or her hand when he or she has a question). (AT31411)	• The student will identify a text-to-text connection comparing two narratives, poems, or other literary texts (e.g., the student identifies a common trait between two texts, for example, when asked for a text –to-text connection the student identifies that both texts have a wolf; given two poems, the student identifies a trait common to both poems using a graphic organizer). (AT31421)	• The student will identify a text-to-world connection (e.g., the student identifies a text-to-world connection in a narrative, poem or other literary text; text: fairy tale, text-to-world connection: there are good and bad things in the world, or the text differs from the real world because magical events only occur in the story). (AT31431A) • The student will select the text that best matches a given real-world scenario (e.g., given a scenario or theme [changes and new experiences], the student selects the story *Sarah, Plain and Tall* from a set of choices as the text-to-world connection; given a scenario about working together, the student selects a text about students working together to improve their school). (AT31431B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

RL.3.11

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand how narratives, poetry, and literary texts might be used in various careers
- Use language (words, pictures, symbols, sentences) to express interests, aptitudes and abilities
- Use poetry, narrative, or literary text (preferred mode of communication) to interact with others

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Identify a connection to texts across a variety of settings (home, school)
- Solve problems that call for applying academic knowledge and skills (e.g., use a text connection to resolve a disagreement)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Thinking Skills: Use text connections to make decisions (self-selects a text to read)
- Personal Qualities: Identify common traits (text-to-self connection) within a text
- Reading: Make connections to texts (text-to-self, text-to-text, and text-to-world)

CCLS and Essence(s) ELA – Grade 3

CCLS Strand: Reading Standards for Informational Text

CCLS Sub-Strand: Craft and Structure | **CCLS Page(s):** 21

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
RI.3.5	5. Use text features and search tools (e.g., *key words, sidebars, hyperlinks*) to locate information relevant to a given topic efficiently.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.

Extensions and Assessment Tasks	ELA – Grade 3 RI.3.5	Extension 2

Extensions		
Less Complex ◀ ▶ **More Complex**		
Recognize a text feature used to locate information. (32211)	Identify a text feature and indicate how it can be used to provide information. (32221)	Use a search tool to locate relevant information and generate information on a given topic. (32231)
Assessment Tasks		
• The student will recognize a text feature used to locate information (e.g., the student recognizes bold-faced text in a sentence or text sample; recognizes a caption; recognizes italicized text). (AT32211A) • The student will recognize a text feature when given examples of a text feature used to locate information, and a non-text feature (e.g., when shown a choice of a table of contents or a body of text, the student indicates a table of contents as a text feature used to locate information). (AT32211B)	• The student will identify a text feature and indicate how it can be used to provide information (e.g., the student indicates a text feature [illustration, chart, graph, etc.] on a page of text and tells how it provides information). (AT32221A) • The student will identify a text feature and match it with an explanation of how it can be used to provide information (e.g., given a text feature and a non-text feature, the student matches the text feature of a glossary with the explanation of how it is used to provide the meaning of words; student identifies key information in an advertisement using text features [bold, italics, etc.]). (AT32221B)	• The student will use a search tool to locate relevant information and generate information on a given topic (e.g., when asked to locate information about dolphins, the student indicates or types “dolphins” into an online search engine and gathers information selecting one or more facts from the search). (AT32231)

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RI.3.5

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand how accessing and understanding text features would be important to work and career

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Identify and use text features across a variety of settings (research a topic, read a schedule)
- Identify community occupations that utilize a knowledge of text features (newspaper writer)
- Solve problems that call for applying academic knowledge and skills (create a poster with pictures and labels that depicts items that are recyclable at school)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Thinking Skills: Use information from text features to make decisions (time that a movie will play at the theater)
- Reading: Understand and use text features (identify key words in informational texts)
- Technology: Understand the proper use of technology in solving problems (use computer search tools for research)

CCLS and Essence(s) ELA – Grade 3

CCLS Strand: Writing

CCLS Sub-Strand: Text Type and Purposes | **CCLS Page(s):** 28

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
W.3.2	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Write an organized, informative/explanatory text to examine a topic and convey ideas clearly.

Extensions and Assessment Tasks	ELA – Grade 3 W.3.2	Extension 3

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Recognize information that is related to a topic. (33111)	Organize information on a topic. (33121)	Create simple sentences on a topic. (33131)
Assessment Tasks		
• The student will recognize information that is related to a topic. (AT33111A) • The student will select a picture that is related to a given topic (e.g., when given the topic of "animals," the student selects a response from a set of choices "bear," "tree," or "car"). (AT33111B) • The student will recognize material needed to perform a classroom job (e.g., cleaning the interactive boards, collecting lunch tickets, etc.). (AT33111C)	• The student will organize information on a topic (e.g., the student creates a poster, announcement, etc., about the topic "school event"; student works with peers to organize information about a community service project). (AT33121A) • The student will complete a graphic organizer about a topic (e.g., the student organizes a chart with chores and the days of the week on which they would occur). (AT33121B)	• The student will create two or more simple sentences on a single topic (e.g., given the topic "school clothing drive," the student creates two simple sentences; "We collected old clothes. We took them to the shelter."). (AT33131)

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W.3.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use written language (words, pictures, symbols, sentences) to express interests, aptitudes and abilities
- Use written language to communicate information
- Expand preferences for working with a variety of people

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Write informative/explanatory texts across a variety of settings (create a poster for a community event)
- Identify ways that writing is required in community occupations (report by police officer, waiter, newspaper reporter)
- Solve problems that call for applying academic knowledge and skills (create a school poster explaining which products are recyclable)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Writing: Understand and write informative texts about a topic (school events)
- Technology: Understand the use of technology in expressing ideas (word processing)
- Basic Skills: Understand the use of writing expressing personal preferences or needs

CCLS and Essence(s) ELA – Grade 3

CCLS Strand: Speaking and Listening

CCLS Sub-Strand: Comprehension and Collaboration | **CCLS Page(s):** 33

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
SL.3.2	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.	Determine the main ideas and supporting details of a variety of materials presented in diverse formats.

Extensions and Assessment Tasks	ELA – Grade 3 SL.3.2*	Extension 4

Extensions		
Less Complex ◀ ▶ **More Complex**		
Listen to presented information and identify a key detail. (34111)	Listen to presented information and identify the main idea. (34121)	Listen to presented information and determine the main idea and one or more supporting detail. (34131)
Assessment Tasks		
• The student will listen to presented information and identify a key detail (e.g., after listening to a recording of a story, the student responds to a question about a key detail of the story). (AT34111A) • The student will listen to presented information and relay a key detail to a classmate (e.g., after listening to a recording of a poem, the student communicates a key detail to a peer [a game of telephone]). (AT34111B)	• The student will listen to presented information and identify the main idea (e.g., the student identifies the main idea after listening to a news story on the Internet; listens to a commercial and identifies the main ideal; listens to an instructional video and identifies the main idea). (AT34121A) • The student will listen to two or more supporting details and identify the main idea (e.g., given these supporting details: "Birds make a nest to hold their eggs; the nest helps keep the eggs warm and safe; when baby birds hatch, they stay in the nest until they can fly" the student selects the main idea "Birds build nests for their families" from a set of choices). (AT34121B)	• The student will listen to a text or other diverse media and choose the main idea and one or more supporting details (e.g., after listening to a text read aloud such as "Birds build a nest for their family. Birds make a nest to hold their eggs. The nest helps keep the eggs warm and safe. When baby birds hatch, they stay in the nest until they can fly," the student selects the main idea "Birds build nests," and one supporting detail "Nests keep eggs safe."). (AT34131)

*****For the Speaking and Listening standards, students may demonstrate these standards in various ways; especially for those students whose disabilities limit verbal communication and listening.

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SL.3.2

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand how knowledge of main idea and supporting details would be helpful in work or career setting (planning projects, following directions/guidelines)
- Use language (words, pictures, symbols, sentences) to express interests, aptitudes, and abilities

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Determine the main ideas of stories told across various media (magazines, television)
- Identify occupations that require the understanding of information from various sources (police officer, firefighter, retail worker)
- Solve problems that call for applying academic knowledge and skills (book report)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Interpersonal Skills: Use language (preferred mode of communication) to interact with others (share favorite stories)
- Thinking Skills: Use information to make decisions (determine interest in a book, based on another's explanation of the book)
- Reading/Listening: Use listening skills in the classroom, at home, in the community

CCLS and Essence(s) ELA – Grade 3

CCLS Strand: Language

CCLS Sub-Strand: Conventions of Standard English | **CCLS Page(s):** 38

CCLS Code	Grade-Specific Standard	Essence(s) of Standard
L.3.1	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked*; *I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. * Skills and understandings that are likely to require continued attention in higher grades.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Extensions and Assessment Tasks	ELA – Grade 3 L.3.1	Extension 5

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Recognize a word, picture, or symbol as a noun. (35111)	Produce a simple sentence, using words, symbols, or pictures. (35121)	Combine two simple sentences to create a compound sentence. (35131)
Assessment Tasks		
• The student will recognize a word, picture, or symbol as a noun (e.g., the student recognizes nouns by circling "rain," "tail," "store," and puts a line through verbs such as "jump," "run," and "read"). (AT35111A) • The student will recognize a picture or symbol as a noun (e.g., given a set of choices, the student recognizes a noun by signing his or her response). (AT35111B) • The student will recognize a word as a noun (e.g., the student recognizes a noun when presented a choice of word cards). (AT35111C) • The student will recognize a noun while listening (e.g., the student raises his/her hand when he or she recognizes a noun while a story is read aloud). (AT35111D)	• The student will produce a simple sentence using words, symbols, or pictures. (e.g., "I played in the rain."; "Tina ran to the store."; "Josh ate."). (AT35121A) • The student will arrange pictures to create a simple sentence. (AT35121B) • The student will arrange symbols to create a simple sentence. (AT35121C) • The student will arrange words to create a simple sentence. (AT35121D)	• The student will combine two simple sentences to create a compound sentence (e.g., the student combines two sentences "I played in the rain.", and "I got wet." into the single sentence "I played in the rain and got wet."). (AT35131A) • The student will indicate two sentences and then combine them to create a single compound sentence that describes a picture, object, or activity (e.g., given a picture of a big red truck, the student indicates "The truck is red." and "The truck is big." can be combined into a single sentence, "The truck is red and big."). (AT35131B) • The student will choose one sentence from a list of simple sentences and choose a second sentence from an additional list of sentences and then combine them to create a single compound sentence. (AT35131C)

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L.3.1

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand how knowledge of conventions of English (words, sentences, etc.) would be important to work and career

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use skills learned across a variety of settings (read simple directions presented as symbols or word cards)
- Identify skills required in community occupations (community helpers)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Basic Skills: Use language (preferred mode of communication) to interact with others
- Thinking Skills: Use information to make decisions and solve problems to complete a task
- Technology: Use technology to share information

Mathematics
NYSAA Frameworks

Grade 3

2014–15

New York State Alternate Assessment

CCLS and Essence(s) Mathematics – Grade 3

CCLS Domain: Operations & Algebraic Thinking | **CCLS Page(s):** 21

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
3.OA	**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.* 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.* 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] 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 = ?* *[1] See Glossary, Table 2.*	Identify and solve problems involving multiplication and division of whole numbers less than 100.

Extensions and Assessment Tasks	**Mathematics – Grade 3 3.OA**	**Extension 1**
Extensions		
Less Complex ◀ ····· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Identify multiplication and division symbols. (30111)	Identify if multiplication or division should be used for a given situation *(For example, Will Marcus use multiplication or division to determine how to share 15 apples among 5 friends?).* (30121)	Solve a number problem involving the multiplication or division of one and/or two-digit numbers *(For example, 3 x 4 = ? or 12 ÷ 4 = ?).* (30131)
Assessment Tasks		
• The student will identify multiplication and division symbols (e.g., given set(s) of mathematical symbols, the student identifies the multiplication symbol and division symbol). (AT30111)	• The student will determine whether multiplication or division is needed for a given situation. (AT30121A) • The student will determine which operation is being used (multiplication or division) in a given word problem (e.g., the student identifies the operation used in the following: "Sam has 3 bags of apples. Each bag has 5 apples. Sam has 15 total apples" [multiplication]). (AT30121B) • The student will identify the multiplication or division symbol used in a given equation. (e.g., 4 __ 5 = 20, [response "x"]; 4 __ 2 = 2, [response "÷"]). (AT30121C)	• The student will solve a number problem involving multiplication or division. (AT30131A) • The student will solve a number problem involving multiplication (e.g., 4 x 5 = ?; 4 x 2 = ?). (AT30131B) • The student will solve a number problem involving division (e.g., 12 ÷ 4 = ?; 30 ÷ 6 = ?). (AT30131C)

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3.OA

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Use skills to calculate weekly wages of different occupations
- Use skills to calculate resources or materials needed for task/activity

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings (determine the price of admission for a group versus an individual)
- Divide a task into parts and calculate the number of individuals needed to complete each part

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Thinking Skills: Use mathematical concepts to solve problems (doubling/dividing a recipe)
- Technology: Understand how to use technology, such as a calculator, to solve mathematical problems
- Managing Resources: Understand the process used to manage resources for a project (stocking shelves)

CCLS and Essence(s) Mathematics – Grade 3

CCLS Domain: Number & Operations in Base Ten		**CCLS Page(s):** 22
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
3.NBT	**Use place value understanding and properties of operations to perform multi-digit arithmetic[1]** 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. 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. [1] A range of algorithms may be used.	Understand place value in a number and apply it to operations between numbers.

Extensions and Assessment Tasks	Mathematics – Grade 3 3.NBT	Extension 2

Extensions		
Less Complex ◀ ····· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Identify a number with one or more digits. (30211)	Add, subtract and/or multiply numbers with one or more digits. (30221)	Recognize the value of a digit within a number with two or more digits. *(For example, 96 is 90 ones and 6 ones; 96 is 9 tens and 6 ones).* (30231)
Assessment Tasks		
• The student will identify a number from a set of numbers (e.g., presented with a set of number cards (5, 6, 7, 8) the student is asked to identify the number six). (AT30211)	• The student will add, subtract and/or multiply one or more digit numbers (e.g., 6 + 7 = __; 8 – 5 = __; 5 x 5 = __). (AT30221A) • The student will add one-digit numbers (e.g., using a visual model, such as a number line or numbers chart). (AT30221B) • The student will subtract one-digit numbers (e.g., using a visual model such as a number line or numbers chart). (AT30221C) • The student will multiply one-digit numbers (e.g., using a visual model such as a number line or numbers chart). (AT30221D)	• The student will recognize the value of a digit within a number with two or more digits (e.g., 9 rods and 6 units = 96). (AT30231A) • The student will recognize the value of a number by representing the given number with at least two digits (e.g., using base 10 blocks or words, the student recognizes that 19 can be represented as 1 ten and 9 ones). (AT30231B) • The student will represent a three-digit number (e.g., using base 10 blocks or words, the student recognizes that 325 can be represented as 3 hundreds and 25 ones). (AT30231C)

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3.NBT

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand how numbers are used in various community jobs (bus driver, librarian, cook)

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings (numbers in the environment)
- Integrate mathematical concepts into decision-making when completing a task or project (number of carpet squares needed to cover the classroom floor)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand concepts of quantity (more/less when measuring quantities; doubling a recipe)
- Managing Resources: Determine material/personal need based on project requirements and an inventory list (number of computers available and number of students in class)

CCLS and Essence(s) Mathematics – Grade 3

CCLS Domain: Numbers & Operations – Fractions | **CCLS Page(s):** 22

CCLS Code	Cluster (including Standard(s) within the Cluster)	Essence(s) of Cluster
3.NF	**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*. 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. 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. b. 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. 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. 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. c. 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.* d. 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. [1] Grade 3 expectations in this domain are limited to fractions with denominators 2,3,4,6,and 8.	Develop an understanding that fractions are numbers that represent a part of a whole number.

Extensions and Assessment Tasks	Mathematics – Grade 3 3.NF	Extension 3

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Recognize a whole and/or parts in relation to the whole. *(For example, 1/2, 1/3, 1/4, 1/6, 1/8).* (30311)	Compare a set of fractions with the same numerator or the same denominator. (30321)	Recognize and/or generate a simple equivalent fraction using a strategy. *(For example, 1/2 = 2/4; 4/6 = 2/3).* (30331)
Assessment Tasks		
• The student will recognize a whole and/or parts in relation to that whole. (AT30311A) • The student will recognize a whole from a given set (e.g., given a picture of a whole pizza and a picture of a part of the pizza, the student recognizes the whole; given a whole apple and a slice of apple, student recognizes the whole). (AT30311B) • The student will recognize the unit parts that make up a whole from a given set (e.g., given a shape [rectangle, triangle, circle, or square] and unit parts of various shapes, the student identifies which parts match the given shape). (AT30311C)	• The student will compare a set of two or more fractions with the same numerator or the same denominator (e.g., given 1/8, 3/8, and 7/8, which is largest? Given 4/4, 4/8 and 4/12, which is least?). (AT30321A) • The student will compare two fractions with the same denominator by indicating the requested comparison on a number line (e.g., given a number line with 1/3, 2/3, and at least two other values marked, the student compares and indicates which is larger, 1/3 or 2/3). (AT30321B)	• The student will recognize and/or generate a simple equivalent fraction using a strategy (e.g., convert 2/4 to 1/2 using manipulatives). (AT30331A) • The student will recognize and generate a simple equivalent fraction using a visual fraction model and labeling the equivalent fraction (e.g., presented with two circles of the same size, one separated into fourths and one into halves, the student identifies 1/2 of each circle). (AT30331B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

Mastering the Extension Skills can lead to the development of Key Transition Skills. The transition skills in this section are not to be used on the NYSAA to assess students with severe disabilities. Rather, they are intended to be used by teachers for instructional purposes only.

Some of the transition skills that may be developed later by students with disabilities are listed below.

3.NF

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Understand the differences between full-time and part-time work and the relationship to wages earned
- Use fractions to record hours worked, time spent at school, hours until vacation

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Use learned skills across a variety of settings (purchase sufficient amounts of materials to complete a project or recipe, divide items among the group)
- Solve problems that require the use of fractions and the concept of equalities

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand concepts of basic fractions (cooking, dividing a group for a game)
- Manage Resources: Apply concepts of whole/part to complete a task efficiently
- Managing Information: Use an understanding of fractions to determine task completion (task is half done, task is completely done)

CCLS and Essence(s) Mathematics – Grade 3

CCLS Domain: Measurement & Data		**CCLS Page(s):** 23
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
3.MD	**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.* 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.	Understand that data can be represented on a graph (horizontal or vertical). Understand that a graph can be used to compare data.

Extensions and Assessment Tasks	Mathematics – Grade 3 3.MD	Extension 4

Extensions		
Less Complex ◀ ····· ··◀·· ····◀··· ···▶·· ····▶· ····· ▶ **More Complex**		
Recognize information presented in a bar graph or pictograph. (30411)	Interpret information from a bar graph or pictograph. (30421)	Create a bar graph or pictograph, including labeling the graph's axes and providing a title. (30431)
Assessment Tasks		
• The student will recognize data on a bar graph or pictograph (e.g., given a pictograph showing favorite shapes and a pictograph showing favorite colors, the student is asked to identify which graph shows that a student liked the color black). (AT30411A) • The student will recognize two or more parts of a bar graph or pictograph (e.g., given a bar graph the student circles the requested parts [e.g., title, axis, scale]). (AT30411B)	• The student will interpret data displayed on a bar graph or pictograph (e.g., the student interprets data answering a simple question or responding to a statement related to the data [How many students selected salad as their favorite food?]). (AT30421A) • The student will interpret two bar graphs or pictographs to compare the data represented (e.g., This graph shows the favorite activities of Mr. Smith's class and this graph shows the favorite activities of Mrs. Jones's class. Which class likes math more?). (AT30421B) • The student will interpret the difference between two or more categories represented in a bar graph or pictograph (e.g., how many more students like hot dogs than pizza?). (AT30421C)	• The student will create a bar graph or pictograph from a given set of data, including labeling the axes and title (e.g., given data from a class survey, the student creates a bar graph or pictograph that represents the data, titles the graph, and labels the axes). (AT30431A) • The student will create a bar graph or pictograph, including labeling the axes and title after gathering and recording data in response to a given question (e.g., the student poses a question, collects data, and creates a graphic representation of the data, including a title). (AT30431B)

THE DEVELOPMENT OF TRANSITION SKILLS (For Instructional Use Only)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

3.MD

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Graph/chart progress toward personal goals
- Chart or list personal interests and compare them to possible career options

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Compare personal skills to possible career options
- Graph performance on a particular skill (appropriately gaining a person's attention)
- Apply ability to read graphs and charts when reading schedules (e.g., personal daily schedules, classroom schedules, monthly calendars)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Managing Information: Use information from a graph to make decisions (determine which movie to watch)
- Personal Skills: Manage a behavior plan and apply the appropriate behavior choices, based on data
- Math: Understand and read a chart to solve problems

CCLS and Essence(s) Mathematics – Grade 3

CCLS Domain: Geometry		**CCLS Page(s):** 24
CCLS Code	**Cluster (including Standard(s) within the Cluster)**	**Essence(s) of Cluster**
3.G	**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. 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.*	Different geometric shapes may share properties. Geometric shapes can be broken up into equal parts.

Extensions and Assessment Tasks	Mathematics – Grade 3 3.G	Extension 5

Extensions		
Less Complex ◀ ····· ··◀·· ·····◀··· ···▶·· ·····▶· ····· ▶ **More Complex**		
Recognize shapes with a common attribute. (30511)	Sort quadrilaterals into groups. *(For example, put all the rectangles and squares in one group and all other quadrilaterals in another group).* (30521)	Demonstrate that a shape can be partitioned into parts with equal areas. *(For example, place unit squares inside of a given rectangle).* (30531)
Assessment Tasks		
• The student will recognize two or more shapes with the same attribute (e.g., when presented with a given attribute of straight sides, the student selects two or more shapes from a set of shapes [triangle and rectangle]). (AT30511A) • The student will indicate objects in the room, school, or environment that have a common attribute, when given an attribute (e.g., the student indicates: the top of a desk and a window for the given attribute: four sides; circular wall clock, attribute: round; recycling symbol, attribute triangular). (AT30511B) • The student will indicate two or more shapes that share a given attribute, from a set of shapes (e.g., the student recognizes signs in the environment that have three sides: yield sign, warning sign). (AT30511C)	• The student will sort quadrilaterals from non-quadrilaterals (e.g., the student sorts shapes creating two piles; given a worksheet with quadrilaterals and non-quadrilaterals, the student sorts the shapes by underlining quadrilaterals and crossing-out non-quadrilaterals). (AT30521A) • The student will sort squares from non-squares (e.g., the student sorts a pile of four-sided shape cards into a group of squares and a group of non-squares). (AT30521B) • The student will sort quadrilaterals from non-quadrilaterals, using traffic sign shapes (e.g., the student sorts yield, stop, speed limit, exit, and other signs into groups: squares, non-squares and non-quadrilaterals). (AT30521C)	• The student will partition a shape into equal parts (e.g., the student cuts a paper circle in half to create two equal parts; on a worksheet the student draws a line(s) on a shape to show how to divide it into equal parts). (AT30531A) • The student will indicate which object or pictorial representation is partitioned into equal parts (e.g., given a rectangle divided in half and a rectangle divided into two unequal parts, the student indicates the rectangle divided in half as the shape with equal parts). (AT30531B) • The student will place unit squares inside a given rectangle, using manipulatives (e.g., the student places 6 one-inch by one-inch squares inside a two-inch-by-three-inch rectangle). (AT30531C) • The student will partition portions of a classroom garden into sections for each plant, using graphic representation (e.g., given a rectangular, circular, or triangular plan, the student creates equally-sized sections for each item in the garden). (AT30531D)

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Some of the transition skills that may be developed later by students with disabilities are listed below.

3.G

Career Development: Knowledge about the world of work, career options, personal skills, and abilities relating to future career decisions. For example:

- Distinguish between personal preferences

Integrated Learning: Application of academic knowledge and skills to school, community, and home settings. For example:

- Apply knowledge of geometric shapes to real-life situations (e.g., shape of pan to use in cooking activity)

Universal Foundation Skills: Foundation skills and competencies necessary for success in the workplace. For example:

- Math: Understand and apply geometric properties in the environment (sort and divide shapes into equal parts)
- Managing Resources: Manage materials and resources to complete a task (cooking utensils to make a recipe)
- Interpersonal Skills: Understand the division of tasks within a group assignment for equity of effort between workers