

THIRD GRADE ALASKA GLE CHECKLIST

NUMERATION						
N-1	Read, write, order, and [count*] numbers between 1 & 1000.					
N-2	Model using base ten blocks or identify place value positions to thousands.					
N-3	Use appropriate representations of ordinal and cardinal numbers.					
N-4	Identify, describe with explanations, or illustrate equal parts of a whole, a region, or a set (using models).					
N-5	Identify, describe w/ explanations, or illustrate equivalent representation of fractions with denominators of 2, 3, 4, or 10 (using models).					
N-6	[Use models, explanations, number lines, or real life situations*], describe, or illustrate addition and subtraction.					
N-7	Describe or illustrate identity property of addition.					
N-8	Model (with manipulatives) and explain commutative property of addition.					
N-9	Identify or use patterns in the number system (skip count by 2's, 5's, or 10's; add or subtract by 10; even or odd numbers).					
MEASUREMENT						
MEA-1	Estimate length to the nearest inch or foot.					
MEA-2	Compare and order objects according to measurable attributes (calendar, length, [temperature, weight, area, & volume*]).					
MEA-3	Identify or describe objects that are greater than, less than, or equal to a unit of measure (standard or nonstandard).					
MEA-4	Select an appropriate unit of English, metric, or non-standards measurement to estimate length, time, weight, or temperature.					
MEA-5	Identify coins, their value, or the value of a set of coins.					
MEA-6	Measure length to nearest half-inch.					
MEA-7	Tell time to nearest quarter-hour using an analog clock or [distinguish between morning, afternoon, and evening*].					
MEA-8	Determine elapsed time using a calendar.					
MEA-9	Count back change from \$1.00.					
ESTIMATION AND COMPUTATION						
E&C-1	Find "how many" or "how much" to 50.					
E&C-2	Estimate results of simple addition and subtraction problems up to 1,000.					
E&C-3	Recall basic addition and subtraction facts, sums up to 20, and corresponding subtraction facts efficiently.					
E&C-4	Add or subtract two-digit whole numbers.					
E&C-5	Use repeated addition to model multiplication with whole numbers with products to 25.					
E&C-6	Use grouping or "sharing equally" to model division with whole numbers to 25.					
FUNCTIONS AND RELATIONSHIPS						
F&R-1	Identify a missing element in a pattern up to the next three terms or explain how missing elements could be found.					
F&R-2	Express a generalization of a pattern using words.					
F&R-3	Use manipulatives, including a calculator, as tools when describing, extending, or representing patterns.					
F&R-4	Use an open number sentence (addition or subtraction) to solve for an unknown represented by a box or circle (e.g., $5 + \square = 16$).					
F&R-5	Use appropriate vocabulary or symbols for greater than, less than, or equal to.					

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Geometry						
G-1	Use the number or length of sides to identify, describe, [model*], or compare triangles or rectangles (including squares).					
G-2	Use the attributes and properties of plane figures to [model*], identify, compare, or describe plane figures (circles, rectangles, squares, and triangles) [and solid figures (cubes, cylinders, or spheres)*].					
G-3	Identify, create, or draw lines of symmetry for real-world objects (e.g., block letters, flags, insects).					
G-4	Compare or describe shapes (circles, triangles, or rectangles) as “larger than,” “smaller than,” or “congruent to” a given shape.					
G-5	Illustrate or identify the results of transformations (slides) of polygons.					
G-6	Estimate or determine area or perimeter of rectangular or square shapes on grids.					
G-7	Use directional terms (inside, outside, right, left, horizontal, vertical) to describe relative location of objects in a picture.					
G-8	Draw real-world objects that consist of geometric shapes (squares, rectangles, triangles, or circles).					
STATISTICS AND PROBABILITY						
S&P-1	[Design an investigation and collect, record*], organize, display, or explain the classification of data in real-world problems (e.g., literature, self, or family) using bar graphs and [Venn diagrams*].					
S&P-2	Use information from a variety of displays (tallies, tables, pictographs, bar graphs, or [Venn diagrams*]).					
S&P-3	Use the terms “maximum” or “minimum.”					
S&P-4	Explain the differences between chance and certainty or recognize events that may be certain or chance events.					
S&P-5	[Find, record*], & make predictions about the likelihood of outcomes of a simple probability experiment (e.g., spinner, tossing a coin).					
PROBLEM SOLVING						
PS-1	Select & apply appropriate strategy (e.g., guess & check, draw a picture, make a model, extend a pattern) to solve a variety of problems.					
PS-2	Represent math problems using manipulatives, models, pictures, and/or everyday language, or use everyday language to explain thinking about the problem-solving strategies and solutions to problems.					
PS-3	Draw conclusions about math problems or find examples that support or refute mathematical statements.					
PS-4	Explain whether or not a prediction, estimation, or solution is reasonable.					
PS-5	Understand & apply mathematical skills & processes in real-world contexts such as literature, self, and family.					