Arizona's Common Core Standards
Mathematics

Crosswalks: ACCS / 2008

Third Grade

ARIZONA DEPARTMENT OF EDUCATION
High Academic Standards for Students
State Board Approved June 2010
August 2013 Publication

Operations and Algebraic Thinking – (OA)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
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. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	M03-S1C2-03	Demonstrate the concept of multiplication and division using multiple models.
	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.*	M03-S1C2-03	Demonstrate the concept of multiplication and division using multiple models.
	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.)	M03-S1C2-02	Create and solve word problems based on addition, subtraction, multiplication, and division.
			M03-S1C2-03	Demonstrate the concept of multiplication and division using multiple models.
			M03-S3C3-02	Use a symbol to represent an unknown quantity in a given context.
			M03-S3C3-03	Create and solve simple one-step equations that can be solved using addition and multiplication facts.

* This standard is new to the Arizona Common Core Standards (ACCS)

Operations and Algebraic Thinking – (OA)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Represent and solve problems involving multiplication and division.	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 × ? = 48, 5 = ? ÷ 3, 6 × 6 = ?.*	M03-S1C2-04	Demonstrate fluency of multiplication and division facts through 10.
			M03-S1C2-05	Apply and interpret the concept of multiplication and division as inverse operations to solve problems.
			M03-S3C3-02	Use a symbol to represent an unknown quantity in a given context.
			M03-S3C3-03	Create and solve simple one-step equations that can be solved using addition and multiplication facts.
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 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	M03-S1C2-04	Demonstrate fluency of multiplication and division facts through 10.
			M03-S1C2-07	Apply commutative, identity, and zero properties to multiplication and apply the identity property to division.
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems. (includes distributive property)

* This standard is new to the Arizona Common Core Standards (ACCS)

Operations and Algebraic Thinking – (OA)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Understand properties of multiplication and the relationship between multiplication and division.	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.*	M03-S1C2-04	Demonstrate fluency of multiplication and division facts through 10.
			M03-S1C2-05	Apply and interpret the concept of multiplication and division as inverse operations to solve problems.
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 × 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.	M03-S1C2-04	Demonstrate fluency of multiplication and division facts through 10.
			M03-S1C2-05	Apply and interpret the concept of multiplication and division as inverse operations to solve problems.
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	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).	M03-S1C3-01	Make estimates appropriate to a given situation or computation with whole numbers.
			M03-S3C3-02	Use a symbol to represent an unknown quantity in a given context.

* This standard is new to the Arizona Common Core Standards (ACCS)

Operations and Algebraic Thinking – (OA)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	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).	M04-S1C2-06	Apply order of operations with whole numbers. (order of operations)
			M05-S3C3-01	Create and solve two-step equations that can be solved using inverse operations with whole numbers.
	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.*	M03-S1C2-07	Apply commutative, identity, and zero properties to multiplication and apply the identity property to division.
			M03-S3C1-01	Recognize, describe, extend, create, and find missing terms in a numerical sequence.
			M03-S3C1-02	Explain the rule for a given numerical sequence and verify that the rule works.
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems.

* This standard is new to the Arizona Common Core Standards (ACCS)

Number and Operations in Base Ten – (NBT)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
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.	M03-S1C3-01	Make estimates appropriate to a given situation or computation with whole numbers.
	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.	M02-S1C2-04	Apply and interpret the concept of addition and subtraction as inverse operations to solve problems.
			M03-S1C1-01	Express whole numbers through six digits using and connecting multiple representations.
			M03-S1C2-01	Add and subtract whole numbers to four digits.
	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.	M03-S1C2-03	Demonstrate the concept of multiplication and division using multiple models.
			M03-S1C2-04	Demonstrate fluency of multiplication and division facts through 10.
			M03-S1C2-07	Apply commutative, identity, and zero properties to multiplication and apply the identity property to division
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems.

* This standard is new to the Arizona Common Core Standards (ACCS)

Number and Operations—Fractions (NF) (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Develop understanding of fractions as numbers.	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*.	M03-S1C1-05	Express benchmark fractions as fair sharing, parts of a whole, or parts of a set.
			M04-S1C1-03	Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real number line.
	3.NF.A.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.	M03-S1C1-06	Compare and order benchmark fractions.
			M04-S1C1-03	Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real 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.	M03-S1C1-06	Compare and order benchmark fractions.
			M04-S1C1-03	Express fractions as fair sharing, parts of a whole, parts of a set, and locations on a real number line

* This standard is new to the Arizona Common Core Standards (ACCS)

Number and Operations—Fractions (NF) (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Develop understanding of fractions as numbers.	3.NF.A.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.	M03-S1C1-06	Compare and order benchmark fractions.
		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.	M03-S1C1-06	Compare and order benchmark fractions
			M04-S1C1-01	Express whole numbers, fractions, decimals, and percents using and connecting multiple representations.
		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.*	M03-S1C1-05	Express benchmark fractions as fair sharing, parts of a whole, or parts of a set.
			M04-S1C1-01	Express whole numbers, fractions, decimals, and percents using and connecting multiple representations.
		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.	M03-S1C1-06	Compare and order benchmark fractions.

* This standard is new to the Arizona Common Core Standards (ACCS)

Measurement and Data – (MD)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
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.	M02-S4C4-01	Tell time to the nearest minute using analog and digital clocks.
			M03-S4C4-01	Determine elapsed time • across months using a calendar • by hours and half hours using a clock. (Time intervals expressed in hours and half hours instead of minutes)
			M05-S4C4-01	Solve problems using elapsed time.
	3.MD.A.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm3 and finding the geometric volume of a container.) 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 multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).	M03-S1C3-01	Make estimates appropriate to a given situation or computation with whole numbers.
			M04-S3C3-02	Create and solve one-step equations that can be solved using addition, subtraction, multiplication, and division of whole numbers.
			M04-S4C4-02	Apply measurement skills to measure length, mass, and capacity using metric units.
			M04-S4C4-03	Solve problems involving conversions within the same measurement system.

* This standard is new to the Arizona Common Core Standards (ACCS)

Measurement and Data – (MD)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	M02-S2C1-01	Collect, record, organize, and display data using pictographs, frequency tables, or single bar graphs. (extends beyond pictographs)
			M03-S1C2-02	Create and solve word problems based on addition, subtraction, multiplication, and division. (extends to word problems based on all operations)
			M03-S2C1-01	Collect, record, organize, and display data using frequency tables, single bar graphs, or single line graphs. (extends beyond scaled 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.	M03-S4C4-02	Apply measurement skills to measure length, weight, and capacity using US Customary units. (does not include making a line plot and extends beyond length)
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.		
		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.	M04-S4C4-04	Solve problems involving perimeter of 2-dimensional figures and area of rectangles. (includes area of rectangles only and extends to include perimeter)
			M05-S4C4-05	Solve problems involving area and perimeter of regular and irregular polygons using reallotment of square units.

* This standard is new to the Arizona Common Core Standards (ACCS)

Measurement and Data – (MD)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.5	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.	M04-S4C4-04	Solve problems involving perimeter of 2-dimensional figures and area of rectangles (includes area of rectangles only and extends to include perimeter).
			M05-S4C4-05	Solve problems involving area and perimeter of regular and irregular polygons using reallotment of square units.
	3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	M03-S4C4-04	Determine the area of a rectangular figure using an array model.
			M05-S4C4-05	Solve problems involving area and perimeter of regular and irregular polygons using reallotment of square units.
	3.MD.C.7	Relate area to the operations of multiplication and addition.		
		a. 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.	M03-S4C4-04	Determine the area of a rectangular figure using an array model.
			M04-S4C4-04	Solve problems involving perimeter of 2-dimensional figures and area of rectangles (includes area of rectangles only and extends to perimeter)
		b. 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.	M03-S4C4-04	Determine the area of a rectangular figure using an array model.

* This standard is new to the Arizona Common Core Standards (ACCS)

Measurement and Data – (MD)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.7	c. 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.	M03-S4C4-04	Determine the area of a rectangular figure using an array model.
			M04-S1C2-05	Apply associative and distributive properties to solve multiplication and division problems. (includes distributive property)
		d. 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.	M03-S4C4-04	Determine the area of a rectangular figure using an array model. (does not explicitly include decomposing shapes)
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.	M03-S4C4-05	Measure and calculate perimeter of 2-dimensional figures. (addresses perimeter only)
			M04-S4C4-04	Solve problems involving perimeter of 2-dimensional figures and area of rectangles. (addresses both perimeter and area)
			M04-S4C4-05	Describe the change in perimeter or area when one attribute (length or width) of a rectangle changes. (addresses relationship between area and perimeter)
			M05-S4C4-05	Solve problems involving area and perimeter of regular and irregular polygons using reallotment of square units.

* This standard is new to the Arizona Common Core Standards (ACCS)

Geometry – (G)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
Reason with shapes and their attributes.	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.	M02-S4C1-01	Describe and compare the attributes of polygons up to six sides using the terms side, vertex, point, and length. (does not include drawing examples)
			M04-S4C1-02	Justify which objects in a collection match a given geometric description.
	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 1/4 of the area of the shape.*	M03-S1C1-05	Express benchmark fractions as fair sharing, parts of a whole, or parts of a set. (includes parts of a whole; area is not addressed)

* This standard is new to the Arizona Common Core Standards (ACCS)

Standards for Mathematical Practice – (MP)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
	3.MP.1	Make sense of problems and persevere in solving them.	M03-S5C2-01	Analyze a problem situation to determine the question(s) to be answered.
			M03-S5C2-02	Identify relevant, missing, and extraneous information related to the solution to a problem.
			M03-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M03-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M03-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
			M03-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M03-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M03-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	3.MP.2	Reason abstractly and quantitatively.	M03-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	3.MP.3	Construct viable arguments and critique the reasoning of others.	M03-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M03-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.

* This standard is new to the Arizona Common Core Standards (ACCS)

Standards for Mathematical Practice – (MP)				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
	3.MP.4	Model with mathematics.	M03-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M03-S5C2-04	Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem.
			M03-S5C2-05	Represent a problem situation using any combination of words, numbers, pictures, physical objects, or symbols.
	3.MP.5	Use appropriate tools strategically.	M03-S5C2-03	Select and use one or more strategies to efficiently solve the problem and justify the selection.
			M03-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.
			M03-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	3.MP.6	Attend to precision.	M03-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
	3.MP.7	Look for and make use of structure.	M03-S5C2-06	Summarize mathematical information, explain reasoning, and draw conclusions.
			M03-S5C2-08	Make and test conjectures based on data (or information) collected from explorations and experiments.
	3.MP.8	Look for and express regularity in repeated reasoning.	M03-S5C2-07	Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question.

* This standard is new to the Arizona Common Core Standards (ACCS)

Removed or Moved 2008 Performance Objectives				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
	4.NBT.2	MOVED TO GRADE 4	M03-S1C1-02	Compare and order whole numbers through six digits by applying the concept of place value.
	2.MD.8	MOVED TO GRADE 2	M03-S1C1-03	Count and represent money using coins and bills to $100.00.
		REMOVED	M03-S1C1-04	Sort whole numbers into sets and justify the sort.
		REMOVED	M03-S1C2-06	Describe the effect of operations (multiplication and division) on the size of whole numbers.
		REMOVED	M03-S2C1-02	Formulate and answer questions by interpreting and analyzing displays of data, including frequency tables, single bar graphs, or single line graphs.
	AZ.4.OA.3.1a	MOVED TO GRADE 4	M03-S2C3-01	Represent all possibilities for a variety of counting problems using arrays, charts, and systematic lists; draw conclusions from these representations.
	AZ.4.OA.3.1	MOVED TO GRADE 4	M03-S2C3-02	Solve a variety of problems based on the multiplication principle of counting.
		REMOVED	M03-S2C4-01	Color complex maps using the least number of colors and justify the coloring.
		REMOVED	M03-S2C4-02	Investigate properties of vertex-edge graphs • circuits in a graph, • weights on edges, and • shortest path between two vertices.
		REMOVED	M03-S2C4-03	Solve problems using vertex-edge graphs.
	5.OA.3	MOVED TO GRADE 5	M03-S3C2-01	Recognize and describe a relationship between two quantities, given by a chart, table, or graph, in which quantities change proportionally, using words, pictures, or expressions.
		REMOVED	M03-S3C2-02	Translate between the different representations of whole number relationships, including symbolic, numerical, verbal, or pictorial.
	4.NBT.2	MOVED TO GRADE 4	M03-S3C3-01	Record equivalent forms of whole numbers to six digits by constructing models and using numbers.

* This standard is new to the Arizona Common Core Standards (ACCS)

Removed or Moved 2008 Performance Objectives				
CLUSTER	**ACCS**	**ITEM DESCRIPTION**	**2008 PO**	**ITEM DESCRIPTION**
		REMOVED	M03-S4C1-01	Describe sequences of 2-dimensional figures created by increasing the number of sides, changing size, or changing orientation.
		REMOVED	M03-S4C1-02	Recognize similar figures.
	K.G.1 K.G.2 K.G.3	MOVED TO KINDERGARTEN	M03-S4C1-03	Identify and describe 3-dimensional figures including their relationship to real world objects: sphere, cube, cone, cylinder, pyramids, and rectangular prisms.
	K.G.4	MOVED TO KINDERGARTEN	M03-S4C1-04	Describe and compare attributes of two- and three-dimensional figures.
		REMOVED	M03-S4C2-01	Identify a translation, reflection, or rotation and model its effect on a 2-dimensional figure.
	4.G.3	MOVED TO GRADE 4	M03-S4C2-02	Identify, with justification, all lines of symmetry in a 2-dimensional figure.
	4.MD.1	MOVED TO GRADE 4	M03-S4C4-03	Convert units of length, weight, and capacity • inches or feet to yards, • ounces to pounds, and • cups to pints, pints to quarts, quarts to gallons.

* This standard is new to the Arizona Common Core Standards (ACCS)