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ARKANSAS MATH FRAMEWORK STANDARDS CORRELATED TO *MOVING WITH MATH EXTENSIONS GRADE 3*

		Student Book	Skill Builders
	NUMBER SENSE		
	Whole Numbers		
No.1.3.1	Recognize equivalent representations for the same whole number and generate them by composing and decomposing numbers.		1-1, 4-1, 5-1
No.1.3.2	Use the place-value structure of the base-ten number system and be able to represent and compare whole numbers including 1,000's using models, illustrations, symbols, expanded notation and problem solving.	1, 2	1-1, 2-1, 6-1, 7-1, 7-1, 7-2 , 8-1
No.1.3.3	Connect various physical models and representations to the quantities they represent using number names, numerals and number words up to 10 with and without appropriate technology	3, 4	2-1, 2-2
	Rational Numbers		
No.1.3.4	Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models	47, 48, 50	30-1, 31-1, 33-1
No.1.3.5	Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity	47	
No.1.3.6	Use the place-value structure of the base-ten number system and be able to represent and compare decimals to 100ths in money		
No.1.3.7	Write a fraction that is equivalent to a given fraction with the use of models		31-1
	Number Theory		
No.2.3.1	Develop an understanding of the commutative and identity properties of multiplication using objects.		
No.2.3.2	Apply number theory-odd/even, multiple, factor, product, and quotient	5	24-1, 29-1
	Whole Number Operations		
No.2.3.3	Use conventional mathematical symbols to write equations for contextual problems involving multiplication.		

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No.2.3.4	Model, represent and explain division as measurement and partitive division including equal groups related rates, price rectangular arrays (area model) combinations and multiplicative comparison	39-42, 44-46	25-1, 25-2
	Computational Fluency-Addition/Subtraction		
No.3.3.1	Demonstrate with and without appropriate technology, computational fluency in multi-digit addition and subtraction through 999 using contextual problems--strategies for adding/subtracting numbers/estimation of sums/differences in appropriate situations and relationships between operations.	13-24, 26	9-1, 9-2, 10-1 to 10-5, 11-1, 12-1, 13-1, 14-1, 15-1 to 15-6, 16-1, 17-1, 19-1
No.3.3.2	Develop, with and without appropriate technology, fluency with basic number combinations for multiplication and division facts	27-30, 33, 39	20-1, 20-2, 25-1
No.3.3.3	Develop with and without appropriate technology computational fluency in multiplication and division up to 2-digit by 1-digit number contextual problems using strategies for multiplying and dividing numbers/ performance of operations in more than one way/ estimation of products and quotients in appropriate situations and relationships between operations	27-29, 31, 32, 34-38, 40-46	21-1, 22-1, 25-2, 26-1 to 26-3, 48-1, 49-1
No.3.3.4	Solve simple problems using one operation involving addition and subtraction using a variety of methods and tools		33-1, 33-2
	Estimation		
No.3.3.5	Use estimation strategies to solve problems and judge the reasonableness of the answer.	24	
	ALGEBRA		
	Recognize, Describe and Develop Patterns		
A.4.3.1	Count forward and backward when given a number less than or equal to 1000		3-1,
A.4.3.2	Relate skip-counting patterns to multiplication	30, 33, 41	
A.4.3.3	Identify a number that is more or less than any whole number up to 1000 using multiples of 10 and/or 100		3-1,
A.4.3.4	Use repeating and growing numeric or geometric patterns to solve problems	5	3-1,
	Patterns, Relationships and Functions		
A.4.3.5	Determine the relationship between sets of numbers by selecting the rule (1-step rule in words).	5, 49	
	Expressions, equations and Inequalities		

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A.5.3.1	Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving 2-digt times 1-digit multiplication using appropriate labels.		
A.5.3.2	Express mathematical relationships using equalities and inequalities	49	
A.5.3.3	Use a symbol to represent an unknown quantity in a number sentence involving contextual situations and find the value		
	Algebraic Models and Relationships		
A.6.3.1	Complete a chart or table to organize given information and to understand relationships and explain the results		
	Analyze Change		
A.7.3.1	Identify change over time		
	GEOMETRY		
	Characteristics/Properties 3-D/2-D/1-D		
G.8.3.1	Compare, contrast and build 3-D solids by investigating the number of faces, edges and vertices on models	57	40-1
G.8.3.2	Identify regular polygons with at least 4 sides (square, pentagon, hexagon and octagon)		39-1
G.8.3.3	Identify and draw a line, line segment and ray using appropriate labels	51, 52	35-1, 35-2, 36-1
G.8.3.4	Identify and draw intersecting and parallel lines	53, 54	37-1
	Symmetry and Transformations		
G.9.3.1	Draw 1 or more lines of symmetry in a polygon	55	38-1
G.9.3.2	Describe the motion of a 2D figure as a flip, slide or turn.		
	Coordinate Geometry		
G.10.3.1	Locate and identify points on a coordinate grid and name the ordered pair (quadrant one only) using common language and geometric vocabulary (horizontal and vertical)	56	
	Spatial Visualization and Models		
G.11.3.1	Replicate a 3D model composed of cubes when given a physical model		
G.11.3.2	Determine which new figure will be formed by combining and subdividing models of existing figures		

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	MEASUREMENT		
	Physical Attribute **Clock/Money/Temperature/Calendar**		
M.12.3.1	Determine the number of days in a month, days in a year and identify the number of weeks in a year		42-1
M.12.3.2	Recognize that 60 minutes equals 1 hours and that a day is divided into A.M. and P.M.	58	41-1
M.12.3.3	Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer		42-2
M.12.3.4	Demonstrate the relationship among different standard units-length/capacity/weight		
M.12.3.5	Create and complete a conversion table to show relationships between units of measurement in the same system		45-1
	Tools and Attributes		
M.13.3.1	Use a calendar to determine elapsed time from month to month		42-1
M.13.3.2	Tell time to the nearest 1-minute intervals		
M.13.3.3	Express time to the half hour and quarter hours using the terms half-past, quarter past quarter after and quarter until	58	41-1
M.13.3.4	Determine elapsed time to contextual situations		
M.13.3.5	Determine the value of money up to $10	63	47-1
M.13.3.6	Apply money concepts in contextual situations up to $1000		
M.13.3.7	Read temperature on Fahrenheit and Celsius scales in intervals of 2 and 5		42-2
M.13.3.8	Use appropriate customary measurement tools for length, capacity and mass	59, 60	42-2, 43-1, 44-1, 44-2, 45-1
M.13.3.9	Estimate and measure length, capacity/column and mass using appropriate customary units		
	Perimeter		
M.13.3.10	Find the perimeter of a figure by measuring the length of the sides	61	46-1
	Area		
M.13.3.11	Find the area of any region counting squares and half squares	62	
	Applications		
M.13.3.12	Develop strategies to find the volume (cubic units) of rectangular prisms and cubes using models		

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	DATA ANALYSIS AND PROBABILITY		
	Collect, Organize and Display Data		
DAP.14.3.1	Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or lone plots, pictographs and bar graphs		
	Data Analysis		
DAP.15.3.1	Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one		
DAP.15.3.2	Match a set of data with graphical representation of the data	64	50-1
	Inferences and Predictions		
DAP.16.3.1	Make predictions for a given set of data		
	Probability		
DAP.17.3.1	Use fractions to predict probability of an event		50-2
DAP.17.3.2	Conduct simple probability experiments, record the data and draw conclusions about the likelihood of possible outcomes (roll numbers, cubes, pull tiles from a bag, spin a spinner, or determine the fairness of a game		50-2 to 50-4
DAP.17.3.3	Use physical models, pictures and organized lists to find combinations of 2 sets of objects.		