



# Math Teachers Press, Inc.

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## DISTRICT OF COLUMBIA LEARNING STANDARDS CORRELATED TO *MOVING WITH MATH® EXTENSIONS GRADE 3*

		Student Book	Skill Builders
<b>NUMBER SENSE AND OPERATIONS</b>			
<b>Number Sense</b>			
<b>3.NSO-N.1.</b>	Exhibit an understanding of the base 10 number system by reading, modeling, and writing whole numbers to at least 10,000; demonstrate an understanding of the values of the digits.	1, 2, 7, 9	1-1, 4-1, 5-1, 6-1, 7-1
<b>3.NSO-N.2.</b>	Represent, compare, and order numbers to 10,000 using various forms, including expanded notation (e.g., $3,206 = 3 \times 1,000 + 2 \times 100 + 6$ ) and written out in words (e.g., three thousand two-hundred six).	1, 2, 3, 4, 7, 8	1-1, 2-1, 2-2, 4-1, 5-1, 6-1, 7-1
<b>3.NSO-N.3.</b>	Round whole numbers through 10,000 to the nearest 10, 100, and 1,000.	9-12	7-1, 7-2, 8-1
<b>3.NSO-N.4.</b>	Recognize sets to which a number may belong (odd numbers, even numbers, and multiples of numbers through 10). Identify the numbers in those classes (e.g., the class of multiples of 7 between 1 and 29 consists of 7, 14, 21, 28).	5	50-3
<b>Fractions</b>			
<b>3.NSO-F.5.</b>	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.	47, 48	30-1, 31-1, 50-2, 50-3
<b>3.NSO-F.6.</b>	Recognize, name, and use equivalent fractions with denominators 2, 3, 4 and 8; place these fractions on the number line; compare and order them and relate the number line to a ruler (e.g., $1/2 = 2/4 = 4/8$ ).	49	32-1
<b>3.NSO-F.7.</b>	Know the meaning of 0.75, 0.50, and 0.25 as they relate to money; know that fractions and decimals are two different representations of the same concept (e.g., 50 cents is $1/2$ of a dollar, 75 cents is $3/4$ of a dollar).		
<b>3.NSO-F.8.</b>	Know that any fraction can be written as a sum of unit fractions (e.g., $3/4 = 1/4 + 1/4 + 1/4$ ).		

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<b>3.NSO-F.9.</b>	Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction (e.g., $1\frac{2}{3}$ , $3\frac{1}{2}$ ).		
	<b>Computation and operations</b>		
<b>3.NSO-C.10.</b>	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers.	15-19, 21-23	10-1 to 10-3, 10-5, 11-1, 12-1, 14-1, 15-1 to 15-6, 16-1, 17-1, 19-1
<b>3.NSO-C.11.</b>	Add and subtract up to four-digit whole numbers accurately and efficiently.	15-19, 21-23	10-1 to 10-5, 12-1, 14-1, 15-1 to 15-6, 16-1, 17-1, 19-1
<b>3.NSO-C.12.</b>	Use concrete objects and visual models to add and subtract common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.	50	10-1, 33-1, 33-2, 50-2, 50-3
<b>3.NSO-C.13.</b>	Solve problems involving addition and subtraction of money amounts in decimal notation.		47-1
<b>3.NSO-C.14.</b>	Know multiplication is the result of counting the total number of objects in a set of equal groups (e.g., $3 \times 5$ gives the number of objects in 3 groups of 5 objects).	27, 30, 34	20-1, 20-2, 24-1
<b>3.NSO-C.15.</b>	Know division ( $\div$ ) as another way of expressing multiplication, i.e..., that division is the inverse of multiplication (e.g., $2 \times 3 = 6$ can be written as $6 \div 2 = 3$ or $6 \div 3 = 2$ ).	39-41	25-1, 25-2
<b>3.NSO-C.16.</b>	Know multiplication facts through $10 \times 10$ and related division facts (e.g., $9 \times 8 = 72$ and $72 \div 9 = 8$ ). Use these facts to solve related problems (e.g., $3 \times 5$ is related to $3 \times 50$ ).	28, 29, 31, 34, 42	20-2, 24-1, 26-3, 29-1, 48-1
<b>3.NSO-C.17.</b>	Solve simple problems involving multiplication of multi-digit whole numbers by one-digit numbers ( $2,431 \times 2$ ).	37, 38	21-1, 22-1, 24-1
<b>3.NSO-C.18.</b>	Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., $125 \div 5$ ).	44-46	26-1 to 26-3, 49-1
<b>3.NSO-C.19.</b>	Multiply up to two-digit whole numbers by a one-digit whole number accurately and efficiently.	34, 35, 36	21-1
<b>3.NSO-C.20.</b>	Use the commutative (order) and identity properties of addition and multiplication on whole numbers in computations and problem solving situations (e.g., $3 + 4 + 7 = 3 + 7 + 4 = 10 + 4$ ).	13, 14, 24, 32	9-1, 9-2

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3.NSO-C.21.	Know and apply the special properties of 0 and 1 in multiplication.	34	
3.NSO-C.22.	Use multiplication and division fact families to understand the inverse relationship of these two operations and to compare and check results (e.g., because $3 \times 8 = 24$ , we know that $24 \div 8 = 3$ or $24 \div 3 = 8$ ).	41-43	20-2, 29-1, 48-1
	<b>Estimation</b>		
3.NSO-E.23.	Estimate the sum and difference of two numbers with three digits (sums up to 1,000) and judge reasonableness of estimates.	20	
3.NSO-E.24.	Understand and use the strategies of rounding and regrouping to estimate quantities, measures, and the results of whole-number computations (addition, subtraction, and multiplication) up to two-digit whole numbers and amounts of money to \$100 and to judge the reasonableness of answers.	9-12, 24	7-1, 7-2, 8-1
	<b>PATTERNS, RELATIONS, AND ALGEBRA</b>		
3.PRA.1.	Create, describe, and extend symbolic (geometric) patterns and addition and subtraction patterns.	6	3-1
3.PRA.2.	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 \underline{\quad} 3 = 12$ , what operational symbol goes in the blank?).		14-1, 19-1, 24-1, 29-1
3.PRA.3.	Determine values of variables in simple equations involving addition, subtraction, or multiplication).	13, 14	9-1, 9-2
3.PRA.4.	Know and express the relationships among linear units of measure, i.e., unit conversation (e.g., 3 feet = 1 yard; 12 inches = 1 foot).	59, 60	44-1, 45-1
3.PRA.5.	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by fours or by multiplying the number of horses by 4).	5, 6	3-1
	<b>GEOMETRY</b>		
3.G.1.	Compare and analyze attributes and other features (e.g., number and shape of sides, faces, corners, right angles) of two-dimensional geometric shapes, especially the attributes of triangles (isosceles, equilateral, right) and quadrilaterals (rectangle, square).	51, 52	35-1, 35-2, 36-1

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3.G.2.	Describe, model, draw, compare, and classify three-dimensional and two-dimensional shapes, especially circles and polygons (e.g., triangles and quadrilaterals).	57	40-1
3.G.3.	Identify angles as right, acute (less than a right angle), or obtuse (greater than a right angle).		
3.G.4.	Identify and draw lines that are parallel, perpendicular, and intersecting.	52, 53, 54	36-1, 37-1
3.G.5.	Identify and draw lines of symmetry in two-dimensional shapes.	55	38-1
3.G.6.	Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.	56	39-1
3.G.7.	Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.		
	<b>MEASUREMENT</b>		
3.M.1.	Demonstrate an understanding of such attributes as length, area, and weight; select the appropriate type of unit for measuring each attribute using both the U.S. customary and metric systems.	59	43-1
3.M.2.	Carry out simple unit conversions within a system of measurement such as hours to minutes and cents to dollars (e.g., 1 hour = 60 minutes).	60, 63	44-1, 44-2, 45-1, 47-1
3.M.3.	Identify time to the nearest 5 minutes on analog and digital clocks using a.m. and p.m. Compute elapsed time using a clock (e.g., hours and minutes since...) and using a calendar (e.g., days since...).	58	41-1, 42-1, 42-2
3.M.4.	Estimate and find area and perimeter of a rectangle and triangle using diagrams, models, and grids or by measuring.	61, 62	46-1
	<b>DATA ANALYSIS, STATISTICS, AND PROBABILITY</b>		
3.DASP.1.	Collect and organize data using observations, measurements, surveys, or experiments.	64	
3.DASP.2.	Construct, identify the main idea, and make predictions from various representations of data sets in the forms of tables, bar graphs (horizontal and vertical forms), pictographs, and tallies.	64	50-1
3.DASP.3.	Record all possible outcomes for a simple event using concrete objects (e.g., tossing a coin).		50-3, 50-4
3.DASP.4.	Classify outcomes as certain, likely, unlikely, or impossible.		50-2 to 50-4

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<b>3.DASP.5.</b>	List and count the number of possible combinations of objects from 2 sets (e.g., How many different outfits can one make from a set of 2 sweaters and a set of 3 skirts?).		