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DISTRICT OF COLUMBIA EARNING STANDARDS CORRELATED TO *MOVING WITH MATH® FOUNDATIONS*
LEVEL B GRADE 3

		B1 *Number Sense, Addition, & Subtraction* Student Book Skill Builders (SB)	B2 *Multiplication & Division Facts* Student Book Skill Builders (SB)	B3 *Multiplication & Division - Problem Solving* Student Book Skill Builders (SB)	B4 *Fractions, Decimals, Geometry, Measurement* Student Book Skill Builders (SB)
	NUMBER SENSE AND OPERATIONS				
	Number Sense				
3.NSO-N.1.	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.	3, 14, 17, 18, 20, 21 **SB:** 1-1, 4-1, 6-2, 6-3			
3.NSO-N.2.	Represent, compare, and order numbers to 10,000 using various forms, including expanded notation (e.g., 3,206 = 3 x 1,000 + 2 x 100 + 6) and written out in words (e.g., three thousand two-hundred six).	4, 6, 15-17, 19, 20 **SB:** 1-2, 2-1, 2-3, 2-4, 4-2			
3.NSO-N.3.	Round whole numbers through 10,000 to the nearest 10, 100, and 1,000.	22-26 **SB:** 7-1, 7-2, 8-1, 8-2, 8-3			

Standard	Description			
3.NSO-N.4.	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).	8, 9 **SB:** 3-1, 3-2		
	Fractions			
3.NSO-F.5.	Identify and represent fractions (between 0 and 1 with denominators through 10) as parts of unit wholes and parts of a collection.			2-10 **SB:** 30-2, 30-3, 31-1, 31-2
3.NSO-F.6.	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).			12-15 **SB:** 32-1 to 32-4
3.NSO-F.7.	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).			23-25 **SB:** 47-11, 47-12, 47-13
3.NSO-F.8.	Know that any fraction can be written as a sum of unit fractions (e.g., 3/4 = 1/4 + 1/4 + 1/4).			17 **SB:** 30-8
3.NSO-F.9.	Model and represent a mixed number (with denominator 2, 3, or 4) as a whole number and a fraction (e.g., 1 2/3, 3 1/2).			20
	Computation and operations			

Standard	Description				
3.NSO-C.10.	Demonstrate an understanding of and the ability to use conventional algorithms for the addition and subtraction of up to five-digit whole numbers.	33, 34, 45-48, 71, 74 **SB:** 12-1, 12-2, 15-7, 15-8, 15-9, 17-1, 17-2			
3.NSO-C.11.	Add and subtract up to four-digit whole numbers accurately and efficiently.	35-37, 48, 49, 72, 73 **SB:** 12-1, 15-12, 17-1			
3.NSO-C.12.	Use concrete objects and visual models to add and subtract common fractions (halves, thirds, fourths, sixths, and eighths) with like denominators.				17, 18 **SB:** 33-1 to 33-5
3.NSO-C.13.	Solve problems involving addition and subtraction of money amounts in decimal notation.	58 **SB:** 47-2			
3.NSO-C.14.	Know multiplication is the result of counting the total number of objects in a set of equal groups (e.g., 3 x 5 gives the number of objects in 3 groups of 5 objects).		2 **SB:** 20-1, 20-2	2, 3 **SB:** 20-19, 20-20	
3.NSO-C.15.	Know division ($\div$) as another way of expressing multiplication, i.e..., that division is the inverse of multiplication (e.g., 2 x 3 = 6 can be written as 6 $\div$ 2 = 3 or 6 $\div$ 3 = 2).		26, 28, 31 **SB:** 25-4, 35-6	44, 48 **SB:** 25-20	
3.NSO-C.16.	Know multiplication facts through 10 x 10 and related division facts (e.g., 9 x 8 = 72 and 72 $\div$ 9 = 8). Use these facts to solve related problems (e.g., 3 x 5 is related to 3 x 50).		18, 52, 56 **SB:** 25-9, 25-11	13, 59 **SB:** 20-24, 20-30, 25-23, 25-26	
3.NSO-C.17.	Solve simple problems involving multiplication of multi-digit whole numbers by one-digit numbers (2,431 x 2).		56, 57 **SB:** 21-1	18-22, 26-29 **SB:** 21-8	

3.NSO-C.18.	Solve division problems in which a multi-digit whole number is evenly divided by a one-digit number (e.g., 125 ÷ 5).		74 **SB:** 26-4	64, 69 **SB:** 26-8, 27-1
3.NSO-C.19.	Multiply up to two-digit whole numbers by a one-digit whole number accurately and efficiently.		56, 57 **SB:** 21-1	17-19 **SB:** 21-3
3.NSO-C.20.	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).		10, 13 **SB:** 20-6	6 **SB:** 20-23
3.NSO-C.21.	Know and apply the special properties of 0 and 1 in multiplication.		13 **SB:** 20-9	4 **SB:** 20-21
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 x 8 = 24 , we know that 24 ÷ 8 = 3 or 24 ÷ 3 = 8).		31, 32 **SB:** 25-6, 25-7, 25-9	48, 63 **SB:** 25-22, 25-24
	Estimation			
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.	60, 61 **SB:** 10-14, 15-16		
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.	7, 60-63 **SB:** 47-4	59 **SB:** 21-2, 47-6	23, 24 **SB:** 21-6, 21-7
	PATTERNS, RELATIONS, AND ALGEBRA			

3.PRA.1.	Create, describe, and extend symbolic (geometric) patterns and addition and subtraction patterns.	10, 11 **SB:** 3-2			
3.PRA.2.	Select appropriate operational and relational symbols to make an expression true (e.g., if 4 —— 3 = 12, what operational symbol goes in the blank?).			**SB:** 29-2	
3.PRA.3.	Determine values of variables in simple equations involving addition, subtraction, or multiplication.	38, 41 **SB:** 19-6	19, 69	40 **SB:** 19-9, 20-27	
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).				57, 58 **SB:** 44-1
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).		17, 43 **SB:** 20-11	14, 15 **SB:** 20-31	
	GEOMETRY				
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).				35-39 **SB:** 37-3 to 37-8
3.G.2.	Describe, model, draw, compare, and classify three-dimensional and two-dimensional shapes, especially circles and polygons (e.g., triangles and quadrilaterals).				34-39, 46-48 **SB:** 37-1 to 37-8, 40-1, 40-3, 40-4
3.G.3.	Identify angles as right, acute (less than a right angle), or obtuse (greater than a right angle).				31 **SB:** 35-3

3.G.4.	Identify and draw lines that are parallel, perpendicular, and intersecting.			33 **SB:** 36-2, 36-3
3.G.5.	identify and draw lines of symmetry in two-dimensional shapes.			44, 45 **SB:** 38-1, 38-2
3.G.6.	Apply techniques such as reflections (flips), rotations (turns), and translations (slides) for determining if two shapes are congruent.			41-43 **SB:** 39-1, 39-2, 39-3
3.G.7.	Using ordered pairs of whole numbers and/or letters, locate and identify points on a grid.	12, 13 **SB:** 48-2, 48-3	**SB:** 48-4	71, 73 **SB:** 48-6
	MEASUREMENT			
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.			56-59, 62-64, 68, 69 **SB:** 43-1 to 43-5, 45-1
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).			58-60, 63, 64 **SB:** 44-1, 44-2, 45-1, 45-2
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...).			50-52 **SB:** 41-1, 41-2, 42-2
3.M.4.	Estimate and find area and perimeter of a rectangle and triangle using diagrams, models, and grids or by measuring.			65-70 **SB:** 46-1 to 46-6
	DATA ANALYSIS, STATISTICS, AND PROBABILITY			

3.DASP.1.	Collect and organize data using observations, measurements, surveys, or experiments.	68 **SB:** 50-4	46	
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.	69, 70 **SB:** 50-1 to 50-4	49, 58 **SB:** 50-5, 50-6	
3.DASP.3.	Record all possible outcomes for a simple event using concrete objects (e.g., tossing a coin).			74 **SB:** 49-4, 49-6
3.DASP.4.	Classify outcomes as certain, likely, unlikely, or impossible.			75 **SB:** 49-5
3.DASP.5.	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?).		7 **SB:** 49-1	76 **SB:** 49-3