



# Math Teachers Press, Inc.

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CKP 6/06

## IDAHO ACHIEVEMENT STANDARDS CORRELATED TO MOVING WITH MATH® FOUNDATIONS-BY-TOPIC GRADE 3

|  | B1<br>Number Sense,<br>Addition &<br>Subtraction<br>Student book<br>Skill Builders (SB) | B2<br>Multiplication &<br>Division Facts<br>Student Book<br>Skill Builders (SB) | B3<br>Multiplication &<br>Division - Problem<br>Solving<br>Student Book<br>Skill Builders (SB) | B4<br>Fractions,<br>Decimals,<br>Geometry,<br>Measurement<br>Student Book<br>Skill Builders (SB) |
|--|---|---|--|--|
| <b>STANDARD 1: NUMBER AND OPERATION</b>  |   |   |  |  |
| <b>Goal 1.1: Understand and use numbers.</b>   |   |   |  |  |
| By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.1.1.1</b> Read, write, compare, and order whole numbers to 10,000. (287.01.a)   | 5, 6, 16, 19, 21<br><b>SB:</b> 2-1, 2-3, 2-4  |   |  |  |
| <b>3.M.1.1.2</b> identify place value through 9,999. (287.01.b)  | 2, 3, 15<br><b>SB:</b> 1-1, 6-1   |   |  |  |
| <b>3.M.1.1.3</b> Count the value of a collection of bills and coins up to \$10.00. (287.01.c)                                      | 57<br><b>SB:</b> 47-1   | <b>SB:</b> 47-5   |  |  |
| <b>3.M.1.1.4</b> Recognize, name, and represent commonly used fractions using concrete materials. (287.01.a)                       |   |   |  | 3, 4, 10<br><b>SB:</b> 30-5, 30-6  |
| <b>3.M.1.1.6</b> Recognize mathematical information and select strategies appropriate for solving a multi-step problem. (288.01.a) | 64, 65<br><b>SB:</b> 15-18  | 77<br><b>SB:</b> 47-7   | 36<br><b>SB:</b> 47-9  |  |
| <b>3.M.1.1.7</b> Use appropriate vocabulary. (287.01.f)  | 5, 24   |   |  | 6  |

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|------------------|---|---|---|--|--|
|                  | <b>Goal 1.2: Perform computations accurately.</b>   |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |
| <b>3.M.1.2.1</b> | Recall basic addition and subtraction facts through 18. (287.02.b)  | 29, 41<br>SB: 14-3, 14-4, 19-4, 19-5  |   |  |  |
| <b>3.M.1.2.2</b> | Add and subtract whole numbers with and without regrouping through 999. (287.02.a.)   | 30-37, 42-51<br>SB: 10-4, 10-6, 10-9, 10-10, 15-5, 15-8, 15-9                           |   |  |  |
| <b>3.M.1.2.3</b> | Add three one- and two-digit addends. (287.02.c)  | 39, 40<br>SB: 11-1  |   |  |  |
| <b>3.M.1.2.4</b> | Multiply whole numbers through $10 \times 10$ . (287.02.d)  |   | 2-5, 11-16, 18<br>SB: 20-8, 20-15   | 5, 7-13<br>SB: 20-24, 20-30  |  |
| <b>3.M.1.2.5</b> | Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. (287.02.f) | 67<br>SB: 10-15   | 37  |  |  |
| <b>3.M.1.2.6</b> | Use appropriate operations to solve word problems and show or explain work. (288.01.b)  | 38, 52, 53<br>SB: 15-15   | 35, 60<br>SB: 20-18, 26-5   | SB: 20-35<br>76<br>SB: 47-9  |  |
| <b>3.M.1.2.7</b> | use appropriate vocabulary. (287.02.g.)   | 29, 41<br>SB: 14-1, 19-1  | SB: 24-2  | SB: 24-3   |  |
|                  | <b>Goal 1.3: Estimate and judge reasonableness of results.</b>  |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |

|                  |  | <b>B1</b><br><i>Number Sense, Addition &amp; Subtraction</i><br>Student book<br>Skill Builders (SB) | <b>B2</b><br><i>Multiplication &amp; Division Facts</i><br>Student Book<br>Skill Builders (SB) | <b>B3</b><br><i>Multiplication &amp; Division - Problem Solving</i><br>Student Book<br>Skill Builders (SB) | <b>B4</b><br><i>Fractions, Decimals, Geometry, Measurement</i><br>Student Book<br>Skill Builders (SB) |
|------------------|--|---|--|--|---|
| <b>3.M.1.3.1</b> | Estimate to predict sums and differences. (287.03.a)   | 60, 61<br><b>SB:</b> 10-14, 15-16   |  |  |   |
| <b>3.M.1.3.2</b> | Use estimation to evaluate the reasonableness of a sum or difference. (287.03.b)   | 61, 63  |  |  |   |
| <b>3.M.1.3.3</b> | Investigate the use of a four-function calculator to solve complex grade-level problems. (288.03.a)                          | 66  | 55   |  |   |
| <b>3.M.1.3.4</b> | Use appropriate vocabulary. (287.03.c)   | 60, 61  |  |  |   |
|                  |  |   |  |  |   |
|                  | <b>STANDARD 2: CONCEPTS AND PRINCIPLES OF MEASUREMENT</b>  |   |  |  |   |
|                  | <b>Goal 2.1: Understand and use customary and metric measurements.,</b>  |   |  |  |   |
|                  | By the end of 3rd grade, the student will be able to:  |   |  |  |   |
| <b>3.M.2.1.1</b> | Select and use appropriate units and tools to make formal measurements of length and temperature in both systems. (289.01.a) |   |  |  | 53, 56, 57, 62, 63<br><b>SB:</b> 42-3, 43-1, 43-3, 43-5   |
| <b>3.M.2.1.2</b> | Estimate length, time, and weight in real-world problems using standard units. (289.01.b)                                    |   |  |  | 56, 57  |
| <b>3.M.2.1.3</b> | Tell time using digital and analog clocks using quarter hour and five-minute intervals. (289.01.e)                           |   |  |  | 50<br><b>SB:</b> 41-1   |
| <b>3.M.2.1.4</b> | Solve real world problems related to time.   |   |  |  | 51<br><b>SB:</b> 41-2   |

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|--|---|---|--|--|
| <b>3.M.2.1.5</b> Identify relationships of length and time within the U.S. customary system and within the metric system. (289.01.c, 289.01.d) |   |   |  | 58, 63<br>SB: 44-1, 45-1   |
| <b>3.M.2.1.6</b> State that there are 24 hours in a day, 7 days in a week, and 12 months in a year.  |   |   |  | 50 (T.G.), 52  |
| <b>3.M.2.1.7</b> Use appropriate vocabulary. (289.01.g)  |   |   |  | 57-60, 62, 63  |
| <b>Goal 2.2: Apply the concepts of rates, ratios, and proportions.</b>   |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |
| <b>Goal 2.3: Apply dimensional analysis.</b>   |   |   |  |  |
| No objectives at this grade level.   |   |   |  |  |
| <b>STANDARD 3: CONCEPTS AND LANGUAGE OF ALGEBRA AND FUNCTIONS.</b>   |   |   |  |  |
| <b>Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.</b>  |   |   |  |  |
| By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.3.1.1</b> Write a multiplication problem vertically and horizontally. (290.01.a)  | 3   | 3   | 3  |  |
| <b>3.M.3.1.2</b> Write a number sentence using simple geometric shapes as symbols to represent an unknown number. (290.01.b)                   | 41, 52, 53<br>SB: 14-2, 15-13   | 77<br>SB: 24-1  | 10<br>SB: 20-27  |  |

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|------------------|---|---|---|--|--|
| <b>3.M.3.1.3</b> | Write a fact family when given two addends.   | 13  |   |  |  |
| <b>3.M.3.1.4</b> | Read and use symbols (<, >, =) to express relationships with numbers through 9,999. (290.01.c)                              | 5<br>SB: 2-1  |   |  |  |
|                  |   |   |   |  |  |
|                  | <b>Goal 3.2: Evaluate algebraic expressions.</b>  |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |
| <b>3.M.3.2.1</b> | Use the commutative property of multiplication. (290.02.a)  |   | 10<br>SB: 20-6  | 6<br>SB: 20-23   |  |
| <b>3.M.3.2.2</b> | Solve multiplication problems using the commutative property (e.g. If $24 \times 38 = 912$ , then what is $38 \times 24$ ?) |   | 10<br>SB: 20-6  | 6<br>SB: 20-23   |  |
|                  |   |   |   |  |  |
|                  | <b>Goal 3.3: Solve algebraic equations and inequalities.</b>  |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |
| <b>3.M.3.3.1</b> | Solve missing addend equations. (290.03.a)  | 29<br>SB: 19-6, 19-7  |   |  |  |
|                  |   |   |   |  |  |
|                  | <b>Goal 3.4: Understand the concept of functions.</b>   |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |

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| <b>3.M.3.4.1</b> | Extend a growing arithmetic, numerical pattern when given a rule with a single operation of one digit addition (e.g., add 3). (293.01.a)  | 10, 11<br>SB: 3-2   |   |  |  |
| <b>3.M.3.4.2</b> | Use appropriate vocabulary. (293.01.c)  | 10, 11  |   | SB: 3-4  |  |
|                  | <b>STANDARD 4: CONCEPTS AND PRINCIPLES OF GEOMETRY</b>  |   |   |  |  |
|                  | <b>Goal .1: Apply concepts of size, shape, and spatial relationships.</b>   |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:   |   |   |  |  |
| <b>3.M.4.1.1</b> | Identify, compare, and analyze attributes of two- and three-dimensional shapes, including right angle, squares, and 3-D shapes in environment, and develop vocabulary to describe the attributes. |   |   |  | 31, 35-39, 46<br>SB: 35-2, 37-3 to 37-8  |
| <b>3.M.4.1.2</b> | Discuss sliding and flipping of two-dimensional shapes.   |   |   |  | 42, 43<br>SB: 39-2   |
| <b>3.M.4.1.3</b> | Identify vertical and horizontal lines of symmetry.   |   |   |  | 44, 45<br>SB: 38-1, 38-2   |
| <b>3.M.4.1.4</b> | Use appropriate vocabulary.   |   |   |  | 35-39<br>SB: 35-3, 37-1, 37-3, 37-4  |
|                  | <b>Goal 4.2: Apply the geometry of right triangles.</b>   |   |   |  |  |
|                  | No objectives at this grade level.  |   |   |  |  |

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|------------------|--|---|---|--|--|
|                  | <b>Goal 4.3: Apply graphing in two dimensions.</b>   |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.4.3.1</b> | Identify the point of final destination given directions for movement on a positive number line.               |   |   |  | 55<br>SB: 42-4   |
|                  | <b>STANDARD 5: DATA ANALYSIS, PROBABILITY, AND STATISTICS</b>  |   |   |  |  |
|                  | <b>Goal 5.1: Understand data analysis.</b>   |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.5.1.1</b> | Interpret information found in tables, bar graphs, and charts. (292.01.a)                                      | 68-70<br>SB: 50-1, 50-2, 50-3   | 46, 49, 58<br>SB: 50-5, 50-6  | 68<br>SB: 50-7, 50-9   |  |
| <b>3.M.5.1.2</b> | Use appropriate vocabulary. (292.01.c)   | 68, 70  |   |  |  |
|                  | <b>Goal 5.2: Collect, organize, and display data.</b>  |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.5.2.1</b> | Collect, organize, and display data in tables, charts, or bar graphs in order to answer a question. (292.02.a) | 68<br>SB: 50-4  | 46  |  |  |

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|------------------|--|---|---|--|--|
|                  | Goal 5.3: Apply simple statistical measurements.       |   |   |  |  |
|                  | No objectives at this grade level.                     |   |   |  |  |
|                  | Goal 5.4: Understand basic concepts of probability.    |   |   |  |  |
|                  | No objectives at this grade level.                     |   |   |  |  |
|                  | Goal 5.5: Make predictions or decisions based on data. |   |   |  |  |
|                  | By the end of 3rd Grade, the student will be able to:  |   |   |  |  |
| <b>3.M.5.5.1</b> | Make predictions based on data.                        | 68  |   |  |  |