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NORTH CAROLINA COURSE OF STUDY CORRELATED TO *MOVING WITH MATH® EXTENSIONS GRADE 3*

		Student Book	Skill Builders
STRANDS: NUMBER AND OPERATIONS, MEASUREMENT, GEOMETRY, DATA ANALYSIS AND PROBABILITY, ALGEBRA			
Competency Goal 1: The learner will model, identify, and compute with whole numbers through 9,999.			
1.01	Develop number sense for whole numbers through 9,999.	1-4	1-1, 2-1, 2-2
a.	Connect, model, number word, and number using a variety of representations.	2, 3	1-1, 2-1
b.	Build understanding of place value (ones through thousands).	1, 2, 7, 8	1-1, 4-1, 6-1
c.	Compare and order.	3, 4	2-1, 2-2
1.02	Develop fluency with multi-digit addition and subtraction through 9,999 using:		
a.	Strategies for adding and subtracting numbers.	5, 15-19	10-1 to 10-3, 12-1, 14-1
b.	Estimation of sums and differences in appropriate situations.	20	
c.	Relationships between operations.		
1.03	Develop fluency with multiplication from 1×1 to 12×12 and division up to two-digit by one-digit numbers using:	6, 27-41, 44-46	3-1, 20-1, 20-2, 21-1, 21-2, 22-1, 24-1, 25-1, 25-2, 26-1, 26-2, 49-1
a.	Strategies for multiplying and dividing numbers.	6, 27-41, 44-46	3-1, 20-1, 20-2, 21-1, 21-2, 22-1, 24-1, 25-1, 25-2, 26-1, 26-2, 49-1
b.	Estimation of products and quotients in appropriate situations.		
c.	Relationships between operations.		
1.04	Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.	13, 14	9-1, 9-2
1.05	Use area or region models and set models of fractions to explore part-whole relationships.		

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a.	Represents fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).	47-50	30-1, 31-1, 32-1, 33-1, 33-2
b.	Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.	49	32-1
c.	Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.	49, 50	32-1, 33-1, 33-2
d.	Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.	49	32-1
e.	Understand and use mixed numbers and their equivalent fraction forms.		
1.06	Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.	24-26	
	Competency Goal 2: The learner will recognize and use standard units of metric and customary measurement.		
2.01	Solve problems using measurement concepts and procedures involving:		
a.	Elapsed time.	58	41-1, 42-1, 42-2
b.	Equivalent measures within the same measurement system.	59, 60	43-1, 44-1, 44-2
2.02	Estimate and measure using appropriate units.	59	43-1
a.	Capacity (cups, pints, quarts, gallons, liters). Length (miles, kilometers).		
b.	Mass (ounces, pounds, grams, kilograms).		44-2
c.	Temperature (Fahrenheit, Celsius).		42-2
	Competency Goal 3: The learner will recognize and use basic geometric properties of two- and three-dimensional figures.		
3.01	Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.	57	40-1
3.02	use a rectangular coordinate system to solve problems.	56	39-1
a.	Graph and identify points with whole number and/or letter coordinates.	52-54	36-1, 37-1, 38-1
b.	Describe the path between given points on the plane.	52	36-1
	Competency Goal 4: The learner will understand and use data and simple probability concepts.		
4.01	Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.	48	50-2, 50-3

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4.02	Determine the number of permutations and combinations of up to three items.		
4.03	Solve probability problems using permutations and combinations.		
	Competency Goal 5: The learner will recognize, determine, and represent patterns and simple mathematical relationships.		
5.01	Describe and extend numeric and geometric patterns.	6, 28, 29, 31, 36, 55, 56	21-1, 38-1, 39-1
5.02	Extend and find missing terms of repeating and growing patterns.	5, 6	3-1
5.03	Use symbols to represent unknown quantities in number sentences.		
5.04	Find the value of the unknown in a number sentence.	13, 14	9-1, 9-2