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PENNSYLVANIA ASSESSMENT ANCHORS AND ELIGIBLE CONTENT STANDARDS CORRELATED TO *MOVING WITH MATH® FOUNDATIONS GRADE 3*

		B1 *Numeration, Addition & Subtraction* Student Book Skill Builders (SB)	B2 *Multiplication & Division Basic 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)
M3.A	**NUMBER AND OPERATIONS**				
M3.A.1.1	**Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.**				
M3.A.1.1.1	Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.	4, 15, 17 **SB:** 1-1			
M3.A.1.1.2	Differentiate between and/or give examples of even and odd numbers (limit to 3 digits).	8 **SB:** 3-1			
M3.A.1.1.3	Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999).	5, 16 **SB:** 2-1			
M3.A.1.1.4	Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers).	6, 16 **SB:** 2-2, 2-3			

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M3.A.1.1.5	Match a symbolic representation of numbers to appropriate whole numbers (e.g., base ten blocks, 7 hundreds, 4 tens and 8 ones, etc.)	2-3, 14 **SB:** 1-1, 1-3, 4-1			
M3.A.1.2	**Use fractions to represent quantities a part of a whole or part of a set.**				
M3.A.1.2.1	Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).				
M3.A.1.2.2	Create a drawing or set that represents a given fraction (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).				
M3.A.1.3	**Count, compare and make change using a collection of coins and one-dollar bills.**				
M3.A.1.3.1	Count a collection of bills and coins less than $5.00 (penny, nickel, dime, quarter, dollar). Money may be represented as 15 cents, 15¢, or $0.15.	57 **SB:** 47-1			
M3.A.1.3.2	Compare total values of combinations of coins less than $5.00 (penny, nickel, dime, quarter, dollar).				
M3.A.1.3.3	Make change for an amount up to $5.00 with no more than $2.00 change given (penny, nickel, dime, quarter, dollar).	59 **SB:** 47-3			

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M3.A.2	**Understand the meanings of operations, use operations and understand how they relate to each other.**				
M3.A.2.1	**Understand various meanings of operations and the relationship between them.**				
M3.A.2.1.1	Represent multiplication as repeated addition.		2, 3 **SB:** 20-1, 20-2	2, 3 **SB:** 20-19	
M3.A.2.1.2	Demonstrate the inverse relationship between addition and subtraction using fact families and/or factors.	49 **SB:** 19-3			
M3.A.2.1.3	Identify the correct operation(s) to solve a word problem (no more than 2 operations using +, - and/or X).	55	35, 76 **SB:** 26-5	25 **SB:** 47-9	
M3.A.3	**Compute accurately and fluently and make reasonable estimates.**				
M3.A.3.1	**Solve problems using addition, subtraction and multiplication (straight computation and word problems).**				
M3.A.3.1.1	Solve single- and double-digit addition and subtraction problems with and without regrouping in vertical or horizontal form.	31-33, 42-46, 73, 76 **SB:** 10-4, 10-5, 10-6, 13-1, 15-4 to 15-7, 18-1			
M3.A.3.1.2	Solve problems involving multiplication through the 9's tables through 9 x 5.		16-18, 20 **SB:** 20-8, 20-11	7-9, 11, 13 **SB:** 20-24, 20-30	
M3.A.3.1.3	Solve triple digit addition and subtraction problems without regrouping in vertical or horizontal form.	34, 50 **SB:** 10-9, 15-8			

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M3.A.3.2	**Use estimation skills to arrive at conclusions.**				
M3.A.3.2.1	Estimate sums and differences of quantities; round 2-digit numbers to the nearest 10, and 3 digit numbers to the nearest 100, before computing (limit to two numbers).	60, 61 **SB:** 10-14, 15-16			
M3.B	**MEASUREMENT**				
M3.B.1	**Demonstrate an understanding of measurable attributes of objects and figures, and the units, systems and processes of measurement.**				
M3.B.1.1	**Determine or calculate time and elapsed time.**				
M3.B.1.1.1	Tell/show time (analog) to the minute.				
M3.B.1.1.2	Find elapsed time to increments of 5 minutes (limited to 2 adjacent hours).				
M3.B.1.1.3	Identify times of the day and night as AM and PM.				
M3.B.1.2	**Use the attributes of length, area, volume and weight of objects.**				
M3.B.1.2.1	Select an appropriate unit for the attribute being measured.				
M3.B.1.2.2	Compare and/or order objects according to length, area, or weight.				

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M3.B.2	**Apply appropriate techniques, tools and formulas to determine measurements.**			
M3.B.2.1	**Determine the measurement of objects with non-standard and standard units.**			
M3.B.2.1.1	Use a ruler (provided) to measure to the nearest 1/2 inch.			
M3.B.2.2	**Estimate measurements of familiar objects.**			
M3.B.2.2.1	Match the object with its approximate measurement (all measurements given must be of the same system, e.g., about how tall is a soda pop can? 5 inches, 5 feet, 5 yards, etc.).			
M3.C	**GEOMETRY**			
M3.C.1	**Analyze characteristics and properties of two- and three-dimensional geometric shapes and demonstrate understanding of geometric relationships.**			
M3.C.1.1	**Identify and/or describe two- and three-dimensional objects.**			
M3.C.1.1.1	Name/identify/describe geometric shapes in two dimensions (circle, square, rectangle, triangle, pentagon, hexagon, octagon).			
M3.C.1.1.2	Name/identify geometric shapes in three dimensions (sphere, cube, cylinder, cone, pyramid, rectangular prism).			

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M3.C.2	**Identify and/or apply concepts of transformations or symmetry.**			
M3.C.2.1	**Apply the concepts of transformations and symmetry.**			
M3.C.2.1.1	Identify/draw one line of symmetry in a two-dimensional figure.			
M3.C.2.1.2	Identify symmetrical two-dimensional shapes.			
M3.C.3	**Locate points or describe relationships using the coordinate plane.** 12, 13			
	Not assessed at Grade 3.			
M3.D	**ALGEBRAIC CONCEPTS**			
M3.D.1	**Demonstrate an understanding of patterns, relations and functions.**			
M3.D.1.1	**Recognize, describe, or extend a variety of patterns.**			
M3.D.1.1.1	Extend or find a missing element in a pattern of numbers or shapes (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5). 10 **SB:** 3-2			
M3.D.1.1.2	Identify/describe the rule for a pattern shown (pattern must show 3 repetitions – if multiples are used, limit to 2, 3 or 5). 10, 11 **SB:** 3-2			

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M3.D.2	**Represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.**				
M3.D.2.1	**Create/model expressions, equations and inequalities to match a problem situation.**				
M3.D.2.1.1	Create or match a story to a given combination of symbols (+, -, ×, <, >, =) and numbers.				
M3.D.2.1.2	Choose the number sentence that matches a given story (one operation, + or - only).	**SB:** 15-15		51	
M3.D.2.2	**Determine the missing number or symbol in a number sentence.**				
M3.D.2.2.1	Find a missing number that makes a number sentence true (1-digit or 2-digit numbers up to 18 using +, - or x through 9 x 5).	29, 41 **SB:** 19-6, 19-7	28, 32, 69 **SB:** 20-17	16, 50 **SB:** 20-23	
M3.D.2.2.2	Identify the missing symbol (+, -, =. <, >) that makes a number sentence true.		**SB:** 19-8		
M3.D.3	**Analyze change in various contexts.**				
	Not assessed at Grade 3.				
M3.D.4	**Describe or use models to represent quantitative relationships.**				
	Not assessed at Grade 3.				
M3.E	**DATA ANALYSIS AND PROBABILITY**				

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ME.3.1	**Formulate or answer questions that can be addressed with data and/or organize, display, interpret or analyze data.**			
M3.E.1.1	**Answer questions based on data shown on tables, charts, and bar graphs.**			
M3.E.1.1.1	Analyze data shown on tables, charts, or bar graphs using the concepts of largest, smallest, most often, least often and middle.	68-70 **SB:** 11-2	46, 58 **SB:** 50-5, 50-6		
M3.E.1.1.2	Describe, interpret and/or answer questions based on data shown in tables, charts or bar graphs.	68-70 **SB:** 50-1, 50-2, 50-3	46, 49, 58 **SB:** 50-5, 50-6	68 **SB:** 50-7	
M3.E.1.2	**Organize or display data using tables, charts, bar graphs.**				
M3.E.1.2.1	Graph data or complete a graph given the data (grid is provided).	68 **SB:** 50-4			
ME.3.1.2.2	Translate information from one type of display to another (e.g., convert tally chart to bar graph). Limit to tally charts, bar graphs and tables.	68 **SB:** 48-3	46		
ME.3.2	**Select and/or use appropriate statistical methods to analyze data.** Not assessed at Grade 3.			
M3.E.3	**Understand and/or apply basic concepts of probability or outcomes.** Not assessed at Grade 3.			

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M3.E.4	Develop and/or evaluate inferences and predictions or draw conclusions based on data or data displays.			
	Not assessed at Grade 3.			