

	A	B	C
1	VA 2009	Mathematics Standards of Learning for Grade 3	Making Sense of Problem Solving
2			WU = Warm Up, PST = Problem Solving Task, DAPSE = Section 1: Developing a Problem Solving Environment
3	Number and Number Sense	Focus: Place Value and Fractions	Level D is Grade 3
4	3.1		
5	3.1a	Read and write six-digit numerals and identify the place value and value of each digit;	D.15 Entire unit
6	3.1b	Round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand;	D.15 Extension
7	3.1c	Compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	
8	3.2	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.	D_DAPSE-A, Lesson 1 D.1 WU 2, Extension D.2 Extension 1, 2 D.3 Extension 2 E.1 Entire unit
9	3.3		
10	3.3a	Name and write fractions (including mixed numbers) represented by a model;	D.4 Entire unit
11	3.3b	Model fractions (including mixed numbers) and write the fractions' names; and	D.4 Extension D.5 Entire unit D.6 Entire unit
12	3.3c	compare fractions having like and unlike denominators, using words and symbols (>, <, or =).	
13	Computation & Estimation	Focus: Computation and Fraction Operations	
14	3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.	
15	3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.	

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16	3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.	D.1 WU1,2, PST D.2 WU1,2 PST E.DAPSE-B, Lesson 4 E.2 Entire unit
17	3.7	The student will add and subtract proper fractions having like denominators of 12 or less.	
18	Measurement	Focus: U.S. Customary and Metric Units, Area and Perimeter, and Time	
19	3.8	The student will determine, by counting, the value of a collection of bills and coins whose total value is \$5.00 or less, compare the value of the bills and coins, and make change.	
20	3.9	The student will estimate and use U.S. Customary and metric units to measure:	
21	3.9a	length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter;	D.12 WU 1, WU 2
22	3.9b	liquid volume in cups, pints, quarts, gallons, and liters;	
23	3.9c	weight/mass in ounces, pounds, grams, and kilograms; and	
24	3.9d	area and perimeter.	D.12 Entire unit
25	3.10a	The student will measure the distance around a polygon in order to determine perimeter;	D.12 Entire unit
26	3.10b	The student will count the number of square units needed to cover a given surface in order to determine area.	E.DAPSE-B Lesson 1 E.7 Entire unit E.8 Entire unit E.9 Entire unit E.10 Entire unit
27	3.11a	The student will tell time to the nearest minute, using analog and digital clocks;	
28	3.11b	The student will determine elapsed time in one-hour increments over a 12-hour period.	
29	3.12	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.	E.5 WU2
30	3.13	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.	
31	Geometry	Focus: Properties and Congruence Characteristics of Plane and Solid Figures	

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32	3.14	The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.	D_DAPSE-B, Lesson 2 D.7 Entire unit
33	3.15	The student will identify and draw representations of points, line segments, rays, angles, and lines.	
34	3.16	The student will identify and describe congruent and noncongruent plane figures.	D.9 PST, Extension 2
35	Probability & Statistics	Applications of Data and Chance	
36	3.17a	The student will collect and organize data, using observations, measurements, surveys, or experiments;	D.14 WU 1, WU 3
37	3.17b	The student will construct a line plot, a picture graph, or a bar graph to represent the data;	D.13 PST, Extension D.14 WU 3, Extension
38	3.17c	The student will read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.	D.13 Entire unit D.14 Entire unit
39	3.18	The student will investigate and describe the concept of probability as chance and list possible results of a given situation.	
40	Patterns, Functions, and Algebra	Focus: Patterns and Property Concepts	
41	3.19	The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.	D_DAPSE-A, Lesson 2, 3 D.10 Entire unit D.11 Entire unit
42	3.20a	The student will investigate the identity and the commutative properties for addition and multiplication;	D.3 Entire unit
43	3.20b	The student will identify examples of the identity and commutative properties for addition and multiplication.	