**Virginia Mathematics Standards of Learning Tracking Log**

**Bridging from Grade 3 to Grade 4**

The skills and strategies introduced in the Mathematics Standards of Learning vertically articulate from kindergarten to high school and many standards build in complexity within K-12 instruction. Teachers can use this tracker to help determine which standards students have had sufficient exposure and experience during the previous school year to make decisions regarding when and how experience with new standards might occur in the current school year. Mathematics Bridging Standards documents are available to allow for the identification of content that can be connected when planning instruction and to promote deeper student understanding. The Grade 4 Bridging Standards document can be used in conjunction with this Tracking Log to help link the content from grade 3 to grade 4 and to plan instruction for the current school year.

|  | **Addressed during previous school year** | **Not Addressed/ Insufficient Exposure during previous school year** | **Comments** |
| --- | --- | --- | --- |
| 3.1a The student will read, write, and identify the place and value of each digit in a six-digit whole number, with and without models; |  |  |  |
| 3.1b The student will round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and |  |  |  |
| 3.1c The student will compare and order whole numbers, each 9,999 or less.  |  |  |  |
| 3.2a The student will name and write fractions and mixed numbers represented by a model; |  |  |  |
| 3.2b The student will represent fractions and mixed numbers with models and symbols; and |  |  |  |
| 3.2c The student will compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models. |  |  |  |
| 3.3a The student will estimate and determine the sum or difference of two whole numbers; and |  |  |  |
| 3.3b The student will create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less. |  |  |  |
| 3.4a The student will represent multiplication and division through 10 × 10, using a variety of approaches and models;  |  |  |  |
| 3.4b The student will create and solve single-step practical problems that involve multiplication and division through 10 x 10; and  |  |  |  |
| 3.4c The student will demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and |  |  |  |
| 3.4d The student will solve single-step practical problems involving multiplication of whole numbers, where one factor is 99 or less and the second factor is 5 or less. |  |  |  |
| 3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less. |  |  |  |
| 3.6a The student will determine the value of a collection of bills and coins whose total value is $5.00 or less; |  |  |  |
| 3.6b The student will compare the value of two sets of coins or two sets of coins and bills; and  |  |  |  |
| 3.6c The student will make change from $5.00 or less.  |  |  |  |
| 3.7a The student will estimate and use U.S. Customary and metric units to measure length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter; and |  |  |  |
| 3.7b The student will estimate and use U.S. Customary and metric units to measure liquid volume in cups, pints, quarts, gallons, and liters. |  |  |  |
| 3.8a The student will estimate and measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and  |  |  |  |
| 3.8b The student will estimate and count the number of square units needed to cover a given surface in order to determine its area.  |  |  |  |
| 3.9a The student will tell time to the nearest minute, using analog and digital clocks;  |  |  |  |
| 3.9b The student will solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and |  |  |  |
| 3.9c The student will identify equivalent periods of time and solve practical problems related to equivalent periods of time.  |  |  |  |
| 3.10 The student will read temperature to the nearest degree. |  |  |  |
| 3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles. |  |  |  |
| 3.12a The student will define polygon;  |  |  |  |
| 3.12b The student will identify and name polygons with 10 or fewer sides; and |  |  |  |
| 3.12c The student will combine and subdivide polygons with three or four sides and name the resulting polygon(s).  |  |  |  |
| 3.13 The student will identify and describe congruent and noncongruent figures. |  |  |  |
| 3.14 The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event. |  |  |  |
| 3.15a The student will collect, organize, and represent data in pictographs or bar graphs; and  |  |  |  |
| 3.15b The student will read and interpret data represented in pictographs and bar graphs. |  |  |  |
| 3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables. |  |  |  |
| 3.17 The student will create equations to represent equivalent mathematical relationships.  |  |  |  |