# Correlation to the 2016 Mathematics Standards of Learning and Curriculum Framework – Grade 3

**Text/Instructional Material Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_**

**NOTE: The rating cells in the tables below are empty in order for division-level review teams to utilize this form.**

## Section I. Correlation with the Mathematics 2016 SOL and Curriculum Framework

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| **3.1** |  |  |  |
| **3.2** |  |  |  |
| **3.3** |  |  |  |
| **3.4** |  |  |  |
| **3.5** |  |  |  |
| **3.6** |  |  |  |
| **3.7** |  |  |  |
| **3.8** |  |  |  |
| **3.9** |  |  |  |
| **3.10** |  |  |  |
| **3.11** |  |  |  |
| **3.12** |  |  |  |
| **3.13** |  |  |  |
| **3.14** |  |  |  |
| **3.15** |  |  |  |
| **3.16** |  |  |  |
| **3.17** |  |  |  |

## Section II. Additional Criteria: Instructional Planning and Support

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| **Criteria** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| **1.** Materials emphasize the use of effective instructional practices and learning theory. |  |  |  |
| * 1. Students are guided through critical thinking and problem-solving approaches.
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| * 1. Concepts are introduced through concrete experiences that use manipulatives and other technologies.
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| * 1. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, hand held devices, computers, and other technologies.
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| * 1. Students use the language of mathematics including specialized vocabulary and symbols.
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| * 1. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.
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| 1. The mathematics content is significant and accurate.
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| * 1. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.
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| * 1. Materials are organized appropriately within and among units of study.
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| * 1. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.
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| * 1. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.
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| * 1. Level of abstraction is appropriate, and practical examples, including careers, are provided.
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| * 1. Sufficient applications are provided to promote depth of application.
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| 1. Materials present content in an accurate, unbiased manner.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.1 The student will  |  |  |  |
| a ) read, write, and identify the place and value of each digit in a six-digit whole number, with and without models; |  |  |  |
| b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and |  |  |  |
| c) compare and order whole numbers, each 9,999 or less. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.2 The student will  |  |  |  |
| 1. name and write fractions and mixed numbers represented by a model;
 |  |  |  |
| b) represent fractions and mixed numbers with models and symbols; and |  |  |  |
| c) compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.3 The student will |  |  |  |
| 1. estimate and determine the sum or difference of two whole numbers; and
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| 1. create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.4 The student will  |  |  |  |
| a) represent multiplication and division through 10 × 10, using a variety of approaches and models; |  |  |  |
| b) create and solve single-step practical problems that involve multiplication and division through 10 x 10; |  |  |  |
| 1. demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and
 |  |  |  |
| 1. 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.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.6 The student will  |  |  |  |
| a) determine the value of a collection of bills and coins whose total value is $5.00 or less; |  |  |  |
| b) compare the value of two sets of coins or two sets of coins and bills; and  |  |  |  |
| c) make change from $5.00 or less. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.7 The student will estimate and use U.S. Customary and metric units to measure |  |  |  |
| 1. length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and
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| 1. liquid volume in cups, pints, quarts, gallons, and liters.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.8 The student will estimate  |  |  |  |
| 1. measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and
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| 1. count the number of square units needed to cover a given surface in order to determine its area.
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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.9 The student will  |  |  |  |
| a) tell time to the nearest minute, using analog and digital clocks; |  |  |  |
| b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and |  |  |  |
| c) identify equivalent periods of time and solve practical problems related to equivalent periods of time. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.10 The student will read temperature to the nearest degree. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.12 The student will  |  |  |  |
| a) define polygon; |  |  |  |
| b) identify and name polygons with 10 or fewer sides; and |  |  |  |
| c) combine and subdivide polygons with three or four sides and name the resulting polygon(s). |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.13 The student will identify and describe congruent and noncongruent figures. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 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. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.15 The student will  |  |  |  |
| a) collect, organize, and represent data in pictographs or bar graphs; and |  |  |  |
| b) read and interpret data represented in pictographs and bar graphs. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables. |  |  |  |

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| **Mathematics Standard of Learning** | **Adequate****Rating** | **Limited****Rating** | **No Evidence Rating** |
| 3.17 The student will create equations to represent equivalent mathematical relationships. |  |  |  |

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