

**Scott Foresman-Addison Wesley enVisionMATH, Grade 3 © 2009**

**Correlated to:**

**Washington Mathematics Standards for Grade 3**

| WASHINGTON MATHEMATICS STANDARDS<br>FOR GRADE 3   | PAGE(S) WHERE TAUGHT<br>(If submission is not a text, cite appropriate<br>resource(s)) |
|---|--|
| Grade 3   |  |
| <i>3.1. Core Content: Addition, subtraction, and place value (Numbers, Operations)</i>  |  |
| Performance Expectations  |  |
| <i>Students are expected to:</i>  |  |
| 3.1.A Read, write, compare, order, and represent numbers to 10,000 using numbers, words, and symbols.   | SE: <b>4-17</b>  |
|   | TE: 4A-17B   |
| 3.1.B Round whole numbers through 10,000 to the nearest ten, hundred, and thousand.   | SE: <b>40-43</b>   |
|   | TE: 40A-43B  |
| 3.1.C Fluently and accurately add and subtract whole numbers using the standard regrouping algorithms.  | SE: <b>48-57</b>   |
|   | TE: 48A-57B  |
| 3.1.D Estimate sums and differences to approximate solutions to problems and determine reasonableness of answers.   | SE: <b>44-46, 74-77</b> , 55 #12-19  |
|   | TE: 44A-46, 74A-77B  |
| 3.1.E Solve single- and multi-step word problems involving addition and subtraction of whole numbers and verify the solutions.  | SE: <b>49 #28, 69 #6-8, 51 #5, 57#20, 87 #22</b>                                       |
| <i>3.2. Core Content: Concepts of multiplication and division (Operations, Algebra)</i>   |  |
| Performance Expectations  |  |
| <i>Students are expected to:</i>  |  |
| 3.2.A Represent multiplication as repeated addition, arrays, counting by multiples, and equal jumps on the number line, and connect each representation to the related equation.                    | SE: <b>140-146, 148-153</b>  |
|   | TE: 140A-146, 148A-153B  |
| 3.2.B Represent division as equal sharing, repeated subtraction, equal jumps on the number line, and formation of equal groups of objects, and connect each representation to the related equation. | SE: <b>164-173</b>   |
|   | TE: 164A-173B  |
| 3.2.C Determine products, quotients, and missing factors using the inverse relationship between multiplication and division.  | SE: <b>184-193, 412-424</b>  |
|   | TE: 184A-193B, 412A-424  |
| 3.2.D Apply and explain strategies to compute multiplication facts to 10 X 10 and the related division facts.   | SE: <b>436-446</b> , 148 #7<br>Teacher Resource Manual: 135-140                        |
|   | TE: 436A-446   |

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| 3.2.E Quickly recall those multiplication facts for which one factor is 1, 2, 5, or 10 and the related division facts.                                  | SE: <b>122-127, 186-189</b>   |
|   | TE: 122A-127B, 186A-189B  |
| 3.2.F Solve and create word problems that match multiplication or division equations.   | SE: <b>116-117, 172-173, 441 #2-5</b>   |
|   | TE: 116A-117B, 172A-173B  |
| 3.2.G Multiply any number from 11 through 19 by a single-digit number using the distributive property and place value concepts.                         | SE: <b>418-421</b>  |
|   | TE: 418A-421B   |
| 3.2.H Solve single- and multi-step word problems involving multiplication and division and verify the solutions.  | SE: <b>165 #14, 185 #21, 193 #37, 221 #17 #21, 448-450</b>                          |
| <i>3.3. Core Content: Fraction concepts (Numbers, Algebra)</i>  |   |
| Performance Expectations  |   |
| <i>Students are expected to:</i>  |   |
| 3.3.A Represent fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12 as parts of a whole, parts of a set, and points on the number line. | SE: <b>276-283, 290-293</b>   |
|   | TE: 276A-283B, 290A-293B  |
| 3.3.B Compare and order fractions that have denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.  | SE: <b>284-289</b>  |
|   | TE: 284A-289B   |
| 3.3.C Represent and identify equivalent fractions with denominators of 2, 3, 4, 5, 6, 8, 9, 10, and 12.   | SE: <b>284-287</b>  |
|   | TE: 284A-287B   |
| 3.3.D Solve single- and multi-step word problems involving comparison of fractions and verify the solutions.  | SE: <b>277 #5-19, 278-279 #5-20, 295 #18 #20</b>                                    |
| <i>3.4. Core Content: Geometry (Geometry/Measurement)</i>   |   |
| Performance Expectations  |   |
| <i>Students are expected to:</i>  |   |
| 3.4.A Identify and sketch parallel, intersecting, and perpendicular lines and line segments.  | SE: <b>242-245</b>  |
|   | TE: 242A-245B   |
| 3.4.B Identify and sketch right angles.   | SE: <b>244-245</b>  |
|   | TE: 244A-245B   |
| 3.4.C Identify and describe special types of quadrilaterals.  | SE: <b>250-251</b>  |
|   | TE: 250A-251B   |

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| 3.4.D Measure and calculate perimeters of quadrilaterals.  | SE: <b>368-371</b>   |
|  | TE: 368A-371B  |
| 3.4.E Solve single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.                                  | SE: <b>374 #4, 377 #13-14</b>  |
| <i>3.5. Additional Key Content (Algebra, Geometry/Masurement, Data/Statistics/Probability)</i>   |  |
| Performance Expectations   |  |
| <i>Students are expected to:</i>   |  |
| 3.5.A Determine whether two expressions are equal and use "=" to denote equality.  | SE: <b>222-223</b>   |
|  | TE: 222A-223B  |
| 3.5.B Measure temperature in degrees Fahrenheit and degrees Celsius using a thermometer.   | SE: <b>402-403</b>   |
|  | TE: 402A-403B  |
| 3.5.C Estimate, measure, and compare weight and mass using appropriate-sized U.S. customary and metric units.                                      | SE: <b>338-339, 358-359</b>  |
|  | TE: 338A-339B, 358A-359B   |
| 3.5.D Estimate, measure, and compare capacity using appropriate-sized U.S. customary and metric units.   | SE: <b>340-341, 356-357</b>  |
|  | TE: 340A-341B, 356A-357B   |
| 3.5.E Construct and analyze pictographs, frequency tables, line plots, and bar graphs.   | SE: <b>458-471</b>   |
|  | TE: 458A-471B  |
| <i>3.6. Core Processes: Reasoning, problem solving, and communication</i>  |  |
| Performance Expectations   |  |
| <i>Students are expected to:</i>   |  |
| 3.6.A Determine the question(s) to be answered given a problem situation.  | SE: 15 #14, 155 #2-3, 399 #20  |
|  | TE: 456F   |
| 3.6.B Identify information that is given in a problem and decide whether it is necessary or unnecessary to the solution of the problem.            | SE: <b>320-321</b> , 25 #12,   |
|  | TE: 320A-321B  |
| 3.6.C Identify missing information that is needed to solve a problem.  | SE: <b>320-321</b>   |
|  | TE: 320A-321B  |
| 3.6.D Determine whether a problem to be solved is similar to previously solved problems, and identify possible strategies for solving the problem. | SE: <b>100 #10-11, 173 #14, 272 #22</b>  |

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| 3.6.E Select and use one or more appropriate strategies to solve a problem.                                       | SE: <b>98-99, 224-225, 268-269, 298-299, 384-385</b><br>Additional citations: <b>404-405</b> |
|   | TE: 98A-99, 224A-225, 268A-269B, 298A-299B, 384A-385B  |
| 3.6.F Represent a problem situation using words, numbers, pictures, physical objects, or symbols.                 | SE: 111 #10-12, 119 #3, 198 #9-10, 278 #17-18  |
| 3.6.G Explain why a specific problem-solving strategy or procedure was used to determine a solution.              | SE: 69 #7, 197 #2, 267 #11, 483 #15  |
| 3.6.H Analyze and evaluate whether a solution is reasonable, is mathematically correct, and answers the question. | SE: <b>78-79</b> , 89 #23, 123 #12, 469 #8   |
|   | TE: 78A-79B  |
| 3.6.I Summarize mathematical information, draw conclusions, and explain reasoning.                                | SE: <b>47, 239 #7-10</b> , 249 #22, 331 #30, 381 #5  |
| 3.6.J Make and test conjectures based on data (or information) collected from explorations and experiments.       | SE: <b>252-253</b> , 357 #10-12, #14, 341 #20, 477 #8  |
|   | TE: 252A-253B  |