

Virginia

A Correlation of  
**enVisionmath<sup>2.0</sup>**  
SCOTT FORESMAN • ADDISON WESLEY

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to the  
**2016 Mathematics Standards of Learning for Virginia Public Schools  
and Curriculum Framework  
Grade 3**



**Mathematics Textbook Correlation to the  
2016 Grade Three Mathematics Standards of Learning and Curriculum Framework**

<b>Publisher</b> Pearson Education Inc., publishing as Prentice Hall and Scott Foresman	<b>Text</b> enVisionmath2.0 Virginia Grade 3	<b>Copyright date</b> 2019
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<b>2016 Grade Three Mathematics Standards of Learning</b>	
<b>STANDARD</b>	<b>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</b>
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>ATE:</b> VA3A–VA6, VA7–VA8, 893A–896
b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and	<b>ATE:</b> 417A–422, 461–462, VA27–VA28, 435A–440, 441A–446, 463–464
c) compare and order whole numbers, each 9,999 or less.	<b>ATE:</b> VA9A–VA12, VA24B (Activity 1, Activity 2)

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3.2 The student will	
a) name and write fractions and mixed numbers represented by a model;	<b>ATE:</b> 609A–614, 615A–620, 621A–626, 627A–632, 633A–638, 639A–644, 645A–650, VA78B–VA78C (Activity 9, Activity 10)
b) represent fractions and mixed numbers with models and symbols; and	<b>ATE:</b> 615A–620, 621A–626, 627A–632, 633A–638, 639A–644, 645A–650, 673A–678, VA78B–VA78C (Activity 9, Activity 10)
c) compare fractions having like and unlike denominators, using words and symbols ( $>$ , $<$ , $=$ , or $\neq$ ), with models.	<b>ATE:</b> 685A–690, 691A–696, 697A–702, 703A–708, VA78C (Activity 11), 715A–720, 723–726,

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3.3 The student will	
a) estimate and determine the sum or difference of two whole numbers; and	<b>ATE:</b> 405A-410, 435A-440, 441A-446, 475A-480, 493A-498, 499A-504, 505A-510, VA78B (Activity 6, Activity 7)
b) create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less.	<b>ATE:</b> 447A-452, 461-464, 475A-480, 482A-486, 487A-492, 505A-510, 511A-516, VA78B (Activity 6, Activity 7)

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3.4 The student will	
a) represent multiplication and division through $10 \times 10$ , using a variety of approaches and models;	<b>ATE:</b> 7A-12, 13A-18, 51-52, 99-100, 145A-150, 151A-156, 169A-174, 261A-266
b) create and solve single-step practical problems that involve multiplication and division through $10 \times 10$ ;	<b>ATE:</b> 139A–144, 205A–210, 211A-216, 261A-266, 267A-272, 287, 273A-278, 289-290
c) demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10; and	<b>ATE:</b> 73A-78, 79A-84, 85A-89, 99-100, 139A-144, 160
d) 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.	<b>ATE:</b> 539A-544, 545A-550, VA78B (Activity 8), 551A-556, 557A-562, 565–566

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3.5 The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less.	<b>ATE:</b> VA31A-VA34, VA78C (Activity 12)

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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>ATE: VA39A-VA2</b>
b) compare the value of two sets of coins or two sets of coins and bills; and	<b>ATE: VA39A-VA2</b>
c) make change from \$5.00 or less.	<b>ATE: VA43A-VA46</b>

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3.7 The student will estimate and use U.S. Customary and metric units to measure	
a) length to the nearest $\frac{1}{2}$ inch, inch, foot, yard, centimeter, and meter; and	<b>ATE:</b> 645A-650, 661A-662, VA73-VA74, VA75-VA76, VA78C (Activity 14)
b) liquid volume in cups, pints, quarts, gallons, and liters.	<b>ATE:</b> 757A-762, VA8C (Activity 13), 763A-768, 796



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3.8 The student will estimate and	
a) measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units; and	<b>ATE:</b> 847A-852, VA78C (Activity 14), 853A-858, 885
b) count the number of square units needed to cover a given surface in order to determine its area.	<b>ATE:</b> 301A-306, 307A-312, 313A-318, 345-346

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3.9 The student will	
a) tell time to the nearest minute, using analog and digital clocks;	<b>ATE:</b> 739A-744, 795
b) solve practical problems related to elapsed time in one-hour increments within a 12-hour period; and	<b>ATE:</b> 745A-750, 751A-756
c) identify equivalent periods of time and solve practical problems related to equivalent periods of time.	<b>ATE:</b> VA37-VA38

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3.10 The student will read temperature to the nearest degree.	<b>ATE:</b> VA47A-VA50

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3.11 The student will identify and draw representations of points, lines, line segments, rays, and angles.	<b>ATE:</b> VA53A-VA56

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3.12 The student will	
a) define polygon;	<b>ATE:</b> VA57A-VA60
b) identify and name polygons with 10 or fewer sides; and	<b>ATE:</b> VA57A-VA60
c) combine and subdivide polygons with three or four sides and name the resulting polygon(s).	<b>ATE:</b> VA65A-VA68

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3.13 The student will identify and describe congruent and noncongruent figures.	<b>ATE:</b> VA69-VA70

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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.	<b>ATE:</b> VA19A-VA22

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3.15 The student will	
a) collect, organize, and represent data in pictographs or bar graphs; and	<b>ATE:</b> 365A-370, 371A-376, VA24C (Activity 5), 391-392
b) read and interpret data represented in pictographs and bar graphs.	<b>ATE:</b> 359A-364, 377A-382, 383A-388, 391-394



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3.16 The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.	<b>ATE:</b> VA15–A16, VA24C (Activity 3), VA61A-VA64

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3.17 The student will create equations to represent equivalent mathematical relationships.	<b>ATE:</b> 25A–30, 51–52, 109A–114, 115A–120, VA24C, (Activity 4), 145A–150, 159–160, 211A–216