

Publisher: Pearson Scott Foresman
 Program Title: *Scott Foresman – Addison Wesley enVisionMATH - California*
 Components: Student Edition (SE), Teacher’s Edition (TE), Teacher Resource Masters (TRM)
 Grade Level(s): Three

STANDARDS MAP for a Basic Grade-Level Program

Grade 3 – Mathematics

Standard No.	Standard Language	Publisher Citations		For IMAP/CRP Use Only		
		Primary Citations	Supporting Citations	Meets Standard	Y	N
	NUMBER SENSE					
1.0	Students understand the place value of whole numbers:	SE/TE: 4A–5B, 6A–7B, 8A–9B, 10A–13B, 14A–15B	SE/TE: 16A–17B, 58A–59B, 80A–81B, 82A–85B			
1.1	Count, read, and write whole numbers to 10,000.	SE/TE: 4A–5B, 6A–7B, 8A–9B, 10A–13B, 14A–15B	SE/TE: 16A–17B, 24A–25B, 26A–29B, 30A–31B			
1.2	Compare and order whole numbers to 10,000.	SE/TE: 10–13, 14–15 TE: 10B, 14B	SE/TE: 16A–17B, 24A–25B, 26A–29B, 30A–31B			
1.3	Identify the place value for each digit in numbers to 10,000.	SE/TE: 4A–5B, 6A–7B, 8A–9B	SE/TE: 10–13, 14A–15B TE: 10B			
1.4	Round off numbers to 10,000 to the nearest ten, hundred, and thousand.	SE/TE: 26A–29B, 30A–32B, 48A–49B, 74A–77B	SE/TE: 24A–25B, 52A–53B, 58A–59B, 82A–85B, 86A–87B			
1.5	Use expanded notation to represent numbers (e.g., $3,206 = 3,000 + 200 + 6$).	SE/TE: 4–5, 6–7, 8–9 TE: 4B, 6B, 8B	TRM: Topic 1, pp. 29, 38, 47			

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2.0	Students calculate and solve problems involving addition, subtraction, multiplication, and division:	SE/TE: 52A–53B, 78A–79B, 148A–151B, 152A–153B, 156A–157B	SE/TE: 40A–41B, 50A–51B, 130A–133B, 134A–135B, 178A–180B, 294A–295B			
2.1	Find the sum or difference of two whole numbers between 0 and 10,000.	SE/TE: 52A–53B, 54A–57B, 80A–81B, 82A–85B, 86A–87B	SE/TE: 40A–41B, 50A–51B, 58A–59B, 66A–67B, 90A–93B			
2.2	Memorize to automaticity the multiplication table for numbers between 1 and 10.	SE/TE: 148A–151B, 152A–153B, 156A–157B, 166A–167B, 170A–173B	SE/TE: 128A–129B, 130A–133B, 134A–135B, 136A–137B, 178A–181B			
2.3	Use the inverse relationship of multiplication and division to compute and check results.	SE/TE: 204A–205B, 206A–209B, 210A–211B, 212A–213B	SE/TE: 216–218, 222, 223, 330–331, 334–335			
2.4	Solve simple problems involving multiplication of multidigit numbers by one-digit numbers ($3,671 \times 3 = \underline{\quad}$).	SE/TE: 298A–299B, 300A–301B, 302A–303B, 304A–307B, 308A–311B	SE/TE: 294A–295B, 312A–315B, 426A–427B			
2.5	Solve division problems in which a multidigit number is evenly divided by a one-digit number ($135 \div 5 = \underline{\quad}$).	SE/TE: 326A–329B, 330A–331B, 332A–333B, 334A–337B	SE/TE: 322A–323B, 340A–343B, 428A–429B			

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2.6	Understand the special properties of 0 and 1 in multiplication and division.	SE/TE: 154–155, 214–215 TE: 154B, 214B	SE/TE: 162, 223 TRM: Topic 7, p. 35			
2.7	Determine the unit cost when given the total cost and number of units.	SE/TE: 428–429 TE: 428B, 340 Another Example, 342 Exercise 7	SE: 218 Exercise 9, 331 Exercise 19, 325 Exercise 40, 329 Exercise 30 TRM: Topic 19, p. 46			
2.8	Solve problems that require two or more of the skills mentioned above.	SE/TE: 158A–159B, 178A–181B, 340A–343B, 362A–363B	SE/TE: 211, 213, 380, 387			
3.0	Students understand the relationship between whole numbers, simple fractions, and decimals:	SE/TE: 248A–249B, 250A–251B, 252A–253B, 416A–417B, 418A–421B	SE/TE: 274A–275B, 276A–277B, 278A–279B, 280A–283B, 284A–287B			
3.1	Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., 1/2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than 1/4).	SE/TE: 256A–257B, 258A–261B, 262A–264B	SE/TE: 252A–253B, 254A–255B, 274A–275B, 278A–279B			
3.2	Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).	SE/TE: 274A–275B, 276A–277B, 278A–279B, 280A–283B	SE/TE: 284–287, 290, 291			

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3.3	Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors.	SE/TE: 422A–425B, 426A–427B, 428A–429B	SE/TE: 430–431, 434, 435			
3.4	Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar).	SE: 416–417, 418–421 TE: 416B, 418B	SE: 323 TE: 417B, 421B			
ALGEBRA AND FUNCTIONS						
1.0	Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships:	SE/TE: 10A–13B, 130A–133B, 154A–155B, 214A–215B, 236A–237B	SE/TE: 40A–41B, 90A–93B, 216A–219B, 284A–287B			
1.1	Represent relationships of quantities in the form of mathematical expressions, equations, or inequalities.	SE/TE: 90A–93B, 216A–219B, 236A–237B, 284A–287B	TRM: Topic 4, p. 88; Topic 10, p. 52; Topic 11, p. 48; Topic 13, p. 42			
1.2	Solve problems involving numeric equations or inequalities.	SE/TE: 90A–93B, 216A–219B, 284A–287B	TRM: Topic 4, p. 88; Topic 19, p. 28			
1.3	Select appropriate operational and relational symbols to make an expression true (e.g., if $4 _ 3 = 12$, what operational symbol goes in the blank?).	SE/TE: 10A–13B, 256A–257B, 262A–265B	SE/TE: 232A–235B, 236A–237B, 266A–267B			
1.4	Express simple unit conversions in symbolic form (e.g., $_ \text{ inches} = _ \text{ feet} \times 12$).	SE/TE: 362A–363B, 364A–365B, 386A–387B	SE/TE: 378A–381B TRM: Topic 16, pp. 66, 72; Topic 17, p. 30			

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1.5	Recognize and use the commutative and associative properties of multiplication (e.g., if $5 \times 7 = 35$, then what is 7×5 ? and if $5 \times 7 \times 3 = 105$, then what is $7 \times 3 \times 5$?).	SE/TE: 130–133, 176–179, 307	TE: 130B, 133B TRM: Topic 6, p. 28			
2.0	Students represent simple functional relationships:	SE/TE: 230A–231B, 232A–235B, 266A–267B, 388A–389B	TRM: Topic 11, p. 35, 42; Topic 12, p. 75; Topic 17, p. 54			
2.1	Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	SE/TE: 230A–231B, 232A–235B, 266A–267B, 388A–389B	SE/TE: 138–141 TE: 138B TRM: Topic 6, p. 46			
2.2	Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	SE/TE: 230A–231B, 232A–235B, 266A–267B	SE/TE: 226A–227B, 228A–229B TRM: Topic 11, pp. 22, 29			
MEASUREMENT AND GEOMETRY						
1.0	Students choose and use appropriate units and measurement tools to quantify the properties of objects:	SE/TE: 356A–357B, 358A–359B, 360A–361B, 378A–380B,	SE/TE: 350A–353B, 382A–383B 386A–387B			
1.1	Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.	SE/TE: 354A–355B, 358A–359B, 360A–361B, 376A–377B, 382A–383B, 384A–385B	SE/TE: 350A–353B, 356A–357B, 378A–380B			

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1.2	Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.	SE/TE: 400A–401B, 402A–403B, 404A–407B	SE/TE: 408–409 TE: 408B TRM: Topic 18, p. 57			
1.3	Find the perimeter of a polygon with integer sides.	SE/TE: 396–397, 398–399, 412 TE: 396B	TE: 398B TRM: Topic 18, pp. 24, 31			
1.4	Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).	SE/TE: 362A–363B, 364A–365B, 386A–387B	SE/TE: 378–381 TE: 378B TRM: Topic 17, p. 30			
2.0	Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems:	SE/TE: 100A–103B, 104A–107B, 108A–109B, 114A–115B, 116A–117B	SE/TE: 120A–121B TE: 110B TRM: Topic 5, p. 60			
2.1	Identify, describe, and classify polygons (including pentagons, hexagons, and octagons).	SE/TE: 114A–115B, 116A–117B, 118A–119B	SE/TE: 120–121 TE: 120B TRM: Topic 5, p. 86			
2.2	Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	SE/TE: 116–117, 125 Set E TE: 116B	TE: 120B, 115B, 117B			
2.3	Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	SE/TE: 118–119 TE: 118B	SE/TE: 114A–115B, TE: 119B, 120B			

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2.4	Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.	SE/TE: 110–113, 124 TE: 110B TRM: Topic 5, p. 60	SE/TE: 116–117, 118–119 TE: 116B, 118B			
2.5	Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).	SE/TE: 100A–103B, 104A–107B, 108A–109B	TRM: Topic 5, pp. 42, 48, 54			
2.6	Identify common solid objects that are the components needed to make a more complex solid object.	SE/TE: 108–109, 124 TE: 108B	SE/TE: 100A–103B SE: 107 TRM: Topic 5, p. 54			
	STATISTICS, DATA ANALYSIS, AND PROBABILITY					
1.0	Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:	SE/TE: 444–445 TE: 440B, 444B	SE/TE: 438A–439B, 440–443, 446A–449B, 450A–451B			
1.1	Identify whether common events are certain, likely, unlikely, or improbable.	SE/TE: 440–443 TE: 440B TRM: Topic 20, p. 33	SE/TE: 438A–439B, 456			
1.2	Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	SE/TE: 438–439, 444–445 TE: 438B, 444B	TE: 439B, 440B, 450B			
1.3	Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot).	SE/TE: 446–449, 450–451	SE/TE: 438–439, 444A–445B			

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		TE: 446B, 450B	TE: 438B			
1.4	Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	SE/TE: 444–445, 446–449, 457	SE/TE: 438–439 TE: 444B, 446B			
	MATHEMATICAL REASONING					
1.0	Students make decisions about how to approach problems:	(Grade 3, NS 1.0) SE/TE 16A–17B, (Grade 3, NS 2.0) SE/TE 90A–93B, (Grade 3, NS 2.0) SE/TE 178A–181B, (Grade 3, AF 2.0) SE/TE 266A–267B, (Grade 3, NS 2.0) SE/TE 430A–431B	(Grade 3, NS 2.1) SE/TE 50A–51B, (Grade 3, MG 2.0) SE/TE 120A–121B, (Grade 3, NS 2.8) SE/TE 158A–159B, (Grade 3, NS 2.0) SE/TE 194A–197B, (Grade 3, MG 1.0) SE/TE 368A–369B			
1.1	Analyze problems by identifying relationships, distinguishing relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.	(Grade 3, NS 1.0) SE/TE 16A–17B, (Grade 3, AF 2.1) SE/TE 138A–141B, (Grade 3, NS 2.0) SE/TE 178A–181B, (Grade 3, NS 2.0) SE/TE 194A–197B, (Grade 3, NS 2.0) SE/TE 430A–431B	(Grade 3, NS 2.1) SE/TE 50A–51B, (Grade 3, NS 2.8) SE/TE 158A–159B, (Grade 3, AF 2.0) SE/TE 266A–267B, (Grade 3, MG 1.0) SE/TE 368A–369B			

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1.2	Determine when and how to break a problem into simpler parts.	(Grade 3, NS 1.0) SE/TE 16A–17B, (Grade 3, NS 2.0) SE/TE 178A–181B, (Grade 3, NS 2.0) SE/TE 340A–343B	(Grade 3, NS 2.8) SE/TE 158A–159B, (Grade 3, MG 1.0) SE/TE 368A–369B, (Grade 3, MG 1.2) SE/TE 408A–409B			
2.0	Students use strategies, skills, and concepts in finding solutions:	(Grade 3, NS 2.1) SE/TE 32A–33B, (Grade 3, NS 2.8) SE/TE 158A–159B, (Grade 3, NS 2.3) SE/TE 216A–219B, (Grade 3, NS 2.0) SE/TE 238A–241B, (Grade 3, NS 3.2) SE/TE 284A–287B	(Grade 3, NS 1.0) SE/TE 16A–17B, (Grade 3, NS 2.0) SE/TE 90A–93B, (Grade 3, AF 2.1) SE/TE 138A–141B, (Grade 3, NS 2.0) SE/TE 312A–315B, (Grade 3, MG 1.0) SE/TE 368A–369B			
2.1	Use estimation to verify the reasonableness of calculated results.	(Grade 3, NS 2.0) SE/TE 58A–59B, (Grade 3, NS 2.1) SE/TE 48A–49B, (Grade 3, NS 2.1) SE/TE 82A–85B, (Grade 3, NS 2.1) SE/TE	(Grade 3, NS 2.1) SE/TE 74A–77B, (Grade 3, NS 2.1) SE/TE 78A–79B, (Grade 3, NS 2.1) SE 79			

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		86A–87B				
2.2	Apply strategies and results from simpler problems to more complex problems.	(Grade 3, NS 2.0) SE/TE 178A–181B, (Grade 3, NS 2.0) SE/TE 340A–343B, (Grade 3, MG 1.2) SE/TE 408A–409B	(Grade 3, NS 2.8) SE/TE 158A–159B, (Grade 3, AF 1.5) SE/TE 176–177, (Grade 3, AF 1.5) TE 177B			
2.3	Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.	(Grade 3, NS 2.1) SE/TE 50A–51B, (Grade 3, NS 2.0) SE/TE 90A–93B, (Grade 3, NS 2.0) SE/TE 194A–197B, (Grade 3, NS 2.0) SE/TE 238A–241B, (Grade 3, NS 3.2) SE/TE 284A–287B	(Grade 3, NS 2.1) SE/TE 32A–33B, (Grade 3, MG 2.0) SE/TE 120A–121B, (Grade 3, AF 2.1) SE/TE 138A–141B, (Grade 3, NS 2.3) SE/TE 216A–219B, (Grade 3, AF 2.0) SE/TE 388A–389B			
2.4	Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.	(Grade 3, AF 2.1) SE/TE 138A–141B, (Grade 3, NS 2.0) SE/TE 178A–181B, (Grade 3, AF 2.1) SE/TE 232A–235B, (Grade 3, NS 2.0) SE/TE	(Grade 3, NS 2.1) SE/TE 32A–33B, (Grade 3, NS 2.0) SE/TE 58A–59B, (Grade 3, NS 2.8), (Grade 3, MG 2.0) SE/TE 120A–121B, (Grade 3, NS			

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	(continued)	238A–241B, (Grade 3, AF 2.1) SE/TE 388A–389B	2.0) SE/TE 194A–197B			
2.5	Indicate the relative advantages of exact and approximate solutions to problems and give answers to a specified degree of accuracy.	(Grade 3, NS 2.1) SE/TE 48A–49B, (Grade 3, NS 2.1) SE/TE 74A–77B, (Grade 3, MG 1.1) SE/TE 350A–353B	(Grade 3, NS 1.4) SE/TE 26A–29B, (Grade 3, NS 1.4) SE/TE 30A–31B, (Grade 3, MG 1.1) SE/TE 354A–355B, (Grade 3, MG 1.1) SE/TE 356A–357B			
2.6	Make precise calculations and check the validity of the results from the context of the problem.	(Grade 3, NS 2.1) SE/TE 32A–33B, (Grade 3, NS 2.0) SE/TE 58A–59B, (Grade 3, NS 2.1) SE/TE 82A–85B	(Grade 3 NS 2.1) SE 79 Exercise 24, (Grade 3 NS 2.1) SE 86 Exercise 5, (Grade 3 NS 2.1) SE 87 Exercise 26			
3.0	Students move beyond a particular problem by generalizing to other situations:	(Grade 3, MG 2.0) SE/TE 120A–121B, (Grade 3, NS 2.0) SE/TE 194A–197B, (Grade 3, AF 2.0) SE/TE 266A–267B	(Grade 3, MG 2.1) SE/TE 114A–115B (Grade 3, MG 2.2) SE/TE 116A–117B, (Grade 3, MG 2.3) SE/TE 118A–119B			

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3.1	Evaluate the reasonableness of the solution in the context of the original situation.	(Grade 3, NS 2.1) SE 49 Exercises 22–24, (Grade 3, NS 2.0) SE 58A–59B, (Grade 3 NS 2.1) SE 78A–79B	(Grade 3, NS 2.1) SE 53 Exercise 8, (Grade 3, NS 2.0) SE 56 Exercise 8, (Grade 3, NS 2.0), SE 54 Exercise 29 (Grade 3, NS 2.0) SE 260 Exercise 25			
3.2	Note the method of deriving the solution and demonstrate a conceptual understanding of the derivation by solving similar problems.	(Grade 3, NS 2.1) SE/TE 32A–33B, (Grade 3, NS 2.0) SE/TE 194A–197B, (Grade 3, MG 1.0) SE/TE 368A–369B, (Grade 3, AF 2.0) SE/TE 388A–389B, (Grade 4, SDAP 1.0) SE/TE 444A–445B	(Grade 3, NS 1.0) SE/TE 16A–17B, (Grade 3, NS 2.8) SE/TE 158A–159B, Grade 3, NS 2.0) SE/TE 312A–315B, (Grade 3, MG 1.2) SE/TE 408A–409B			
3.3	Develop generalizations of the results obtained and apply them in other circumstances.	(Grade 3, MG 2.0) SE/TE 120A–121B, (Grade 3, SDAP 1.2) SE/TE 444A–445B (Grade 3, MG 2.0) SE 125	(Grade 3, MG 2.1) SE 114–115 (Grade 3, MG 2.2) SE/TE 116A–117B, (Grade 3, MG 2.3) SE/TE 118A–119			

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