Virginia Standards of Learning & Essential Skills Math Software

This document outlines the correlations between the Grade 3 Virginia Standards of Learning and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 97% of the Grade 3 Virginia Standards of Learning.**

Virginia Standards of Learning	Essential Skills Software CORRELATING PROGRAMS
Number and Number Sense	
3.1 The student will read and write six-digit numerals and identify the place value for each digit.	**Mastering Numeration 3** (to 1000) **Problem Solving 3-4** (to 10000)
3.2 The student will round a whole number, 9,999 or less, to the nearest ten, hundred, and thousand.	**Problem Solving 3-4**
3.3 The student will compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).	**Mastering Numeration 3** (to 1000)
3.4 The student will recognize and use the inverse relationships between addition/ subtraction and multiplication/division to complete basic fact sentences. Students will use these relationships to solve problems such as 5 + 3 = 8 and 8 – 3 = ____.	**Mastering Numeration 1** **Mastering Numeration 3**
3.5 The student will a) divide regions and sets to represent a fraction; and	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
b) name and write the fractions represented by a given model (area/region, length/ measurement, and set). Fractions (including mixed numbers) will include halves, thirds, fourths, eighths, and tenths.	

Virginia Standards of Learning	Essential Skills Software CORRELATING PROGRAMS
3.6 The student will compare the numerical value of two fractions having like and unlike denominators, using concrete or pictorial models involving areas/regions, lengths/ measurements, and sets.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.7 The student will read and write decimals expressed as tenths and hundredths, using concrete materials and models.	**Mastering Numeration 3** **Problem Solving 3-4**
Computation and Estimation	
3.8 The student will solve problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping, using various computational methods, including calculators, paper and pencil, mental computation, and estimation.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4** (3 digits to 3 digits)
3.9 The student will recall the multiplication and division facts through the nines table.	**Mastering Numeration 3** **Problem Solving 2-3** (to 7s) **Problem Solving 3-4** (to 9s)
3.10 The student will represent multiplication and division, using area and set models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.	**Problem Solving 2-3** **Problem Solving 3-4**
3.11 The student will add and subtract with proper fractions having like denominators of 10 or less, using concrete materials and pictorial models representing areas/regions, lengths/ measurements, and sets.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.12 The student will add and subtract with decimals expressed as tenths, using concrete materials, pictorial representations, and paper and pencil.	**Problem Solving 3-4**
Measurement	
3.13 The student will determine by counting the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the coins or bills, and make change.	**Mastering Numeration 3** **Problem Solving 2-3** (to ten dollars)

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3.14 The student will estimate and then use actual measuring devices with metric and U.S. Customary units to measure a) length–inches, feet, yards, centimeters, and meters;	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
b) liquid volume–cups, pints, quarts, gallons, and liters; and	**Measurement 3**
c) weight/mass–ounces, pounds, grams, and kilograms.	**Measurement 3**
3.15 The student will tell time to the nearest five-minute interval and to the nearest minute, using analog and digital clocks.	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.16 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.	**Measurement 3** **Problem Solving 2-3**
3.17 The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
Geometry	
3.18 The student will analyze two-dimensional (plane) and three-dimensional (solid) geometric figures (circle, square, rectangle, triangle, cube, rectangular solid [prism], square pyramid, sphere, cone, and cylinder) and identify relevant properties, including the number of corners, square corners, edges, and the number and shape of faces, using concrete models.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.19 The student will identify and draw representations of line segments and angles, using a ruler or straightedge.	
3.20 The student, given appropriate drawings or models, will identify and describe congruent and symmetrical, two-dimensional (plane) figures, using tracing procedures.	**Patterning, Geometry & Data Management 3**
Probability and Statistics	

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3.21 The student, given grid paper, will a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments; and	**Patterning, Geometry & Data Management 3**
b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.	**Patterning, Geometry & Data Management 3**
3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.23 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.	
Patterns, Functions and Algebra	
3.24 The student will recognize and describe a variety of patterns formed using concrete objects, numbers, tables, and pictures, and extend the pattern, using the same or different forms (concrete objects, numbers, tables, and pictures).	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.25 The student will a) investigate and create patterns involving numbers, operations (addition and multiplication), and relations that model the identity and commutative properties for addition and multiplication; and	
b) demonstrate an understanding of equality by recognizing that the equal sign (=) links equivalent quantities, such as 4 • 3 = 2 • 6.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**