Math 3 Pacing Guide		KEY:
This Pacing Guide was revised in June 2017.		Blue = 2016 SOL standard
Chapters referenced are from old adopted text, Pearson: Envision Math		Black = 2009 and 2016 standard
		Red = 2009 SOL standard

SOL #	Standards	Textbook
First Quarter		
3.1a	a) The student will read, write, and identify the place and value of each digit in a six-digit whole number, with and without models	Ch. 1
3.1c	c) The student will compare and order whole numbers, each 9,999 or less	Ch. 1
3.1b	b) The student will round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand	Ch. 1
3.16/3.19	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables. *Apply to associated concepts throughout the year.	Ch. 9
3.3a / 3.4	a) The student will estimate and determine the sum or difference of two whole numbers	Ch. 2,3,4
3.3b / 3.4	b) The student will create and solve single-step and multistep practical problems involving sums or differences of two whole numbers, each 9,999 or less	Ch. 2,3,4
3.2	The student will recognize and use the inverse relationships between addition/subtraction	Ch. 2,3,4
3.17/3.20	The student will create equations to represent equivalent mathematical relationships	Ch. 2,3,4
3.15a/3.17b	a) The student will collect, organize, and represent data in pictographs or bar graphs	Ch 20.
3.15b/3.17c	b) The student will read and interpret data represented in pictographs and bar graphs	Ch. 20
3.17b	b) The student will read and interpret data represented in line plot	Ch. 20
3.17a	The student will collect and organize data using observations, measurements, surveys, or experiments *Moved to EKS	Ch. 20
3.6a/3.8	a) The student will determine the value of a collection of bills and coins whose total value is $5.00 or less	Ch. 1
3.6b/3.8	b) The student will compare the value of two sets of coins or two sets of coins and bills	Ch. 1
3.6c/3.8	c) The student will make change from $5.00 or less	Ch. 1
Second Quarter		
3.4a/3.6	a) The student will represent multiplication and division through 10×10, using a variety of approaches and models	Ch. 5,6,7,8
3.4b/3.6	b) The student will create and solve single-step practical problems that involve multiplication and division through 10 x 10	Ch. 5,6,7,8
3.4c/3.6	c) The student will demonstrate fluency with multiplication facts of 0, 1, 2, 5, and 10	Ch. 5,6,7,8
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts	Ch. 5,6,8
3.4d/3.5	d) The student will 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	Ch. 5,6,8
3.9a/3.11a	a) The student tell time to the nearest minute, using analog and digital clocks	Ch. 17
3.9b/3.11b	b)The student will solve practical problems related to elapsed time in one-hour increments within a 12- hour period	Ch.17

3.9c/3.12	c)The student will identify equivalent periods of time and solve practical problems related to equivalent periods of time	Ch. 17
3.10/3.13	The student will read temperature to the nearest degree	Ch.17
3.16/3.19	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables *Apply to associated concepts throughout the year	Ch. 9
Third Quarter		
3.2a / 3.3a	a) The student will name and write fractions and mixed numbers represented by a model	Ch. 12
3.2b / 3.3b	b) The student will represent fractions and mixed numbers with models and symbols	Ch. 12
3.2c / 3.3c	c) The student will compare fractions having like and unlike denominators, using words and symbols (>, <, =, or ≠), with models	Ch. 12
3.5/3.7	The student will solve practical problems that involve addition and subtraction with proper fractions having like denominators of 12 or less	Ch. 12
3.7a/3.9a	a) The student will estimate and use U.S. Customary and metric units to measure length to the nearest 1/2 inch, inch, foot, yard, centimeter, and meter	Ch. 14,15,16
3.7b/3.9b	b) The student will estimate and use U.S. Customary and metric units to measure liquid volume in cups, pints, quarts, gallons, and liters	Ch. 14,15,16
3.9c	The student will estimate and use U.S. Customary and metric units to measure weight/mass in ounces, pounds, grams, and kilograms	Ch. 14,15,16
3.14/3.18	The student will investigate and describe the concept of probability as a measurement of chance and list possible outcomes for a single event	Ch. 20
3.16/3.19	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables. *Apply to associated concepts throughout the year	Ch. 9
Fourth Quarter		
3.8a/3.9d/3.10a	a) The student will measure the distance around a polygon in order to determine its perimeter using U.S. Customary and metric units	Ch. 16
3.8b/3.9d/3.10b	b) The student will count the number of square units needed to cover a given surface in order to determine its area	Ch. 16
3.11/3.15	The student will identify and draw representations of points, lines, line segments, rays, and angles	Ch. 10
3.14	The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number ofangles, vertices, and edges, and the number and shape of faces, using concrete models	Ch. 10
3.13/3.16	The student will identify and describe congruent and noncongruent figures	Ch. 10
3.12a	a) The student will define polygon	Ch. 10
3.12b	b) The student will identify and name polygons with 10 or fewer sides	Ch. 10/supplement
3.12c	c) The student will combine and subdivide polygons with three or four sides and name the resulting polygon(s)	Supplement
3.16/3.19	The student will identify, describe, create, and extend patterns found in objects, pictures, numbers and tables.*Apply to associated concepts throughout the year	Ch. 9