2010 Mathematics Textbooks and Instructional Materials Committee Member
Correlation to the 2009 Mathematics Standards of Learning and Curriculum Framework – Grade 3

Text/Instructional Material Title: Math Expressions

Publisher: Houghton Mifflin Harcourt

Section I. Correlation with the Mathematics 2009 SOL and Curriculum Framework	Rating		
	Adequate	Limited	No Evidence
3.1	X		
3.2	X		
3.3	X		
3.4	X		
3.5	X		
3.6	X		
3.7	X		
3.8	X		
3.9	X		
3.10	X		
3.11	X		
3.12	X		
3.13	X		
3.14	X		
3.15	X		
3.16	X		
3.17	X		
3.18	X		
3.19	X		
3.20	X		

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Section II. Additional Criteria: Instructional Planning and Support	**Rating**		
	Adequate	**Limited**	**No Evidence**
1. Materials emphasize the use of effective instructional practices and learning theory.			
a. Students are guided through critical thinking and problem-solving approaches.		**X**	
b. Concepts are introduced through concrete experiences that use manipulatives and other technologies.	**X**		
c. Multiple opportunities are provided for students to develop and apply concepts through the use of calculators, computers, and other technologies.	**X**		
d. Students use the language of mathematics including specialized vocabulary and symbols.	**X**		
e. Students use a variety of representations (graphical, numerical, symbolic, verbal, and physical) to connect mathematical concepts.	**X**		
2. The mathematics content is significant and accurate.			
a. Materials are presented in an organized, logical manner which represents the current thinking on how students learn mathematics.	**X**		
b. Materials are organized appropriately within and among units of study.	**X**		
c. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**X**		
d. Writing style, length of sentences, vocabulary, graphics, and illustrations are appropriate.	**X**		
e. Level of abstraction is appropriate, and practical/real-life examples, including careers, are provided.		**X**	
f. Sufficient applications are provided to promote depth of application.		**X**	
3. Materials present content in an accurate, unbiased manner.	**X**		

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Mathematics Standard of Learning	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.1 The student will			
a) read and write six-digit numerals and identify the place value and value of each digit;		**x**	
b) round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and	**x**		
c) compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (*greater than, less than,* or *equal to*).	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
3.2	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.3 The student will			
a) name and write fractions (including mixed numbers) represented by a model;	**x**		
b) model fractions (including mixed numbers) and write the fractions' names; and		**x**	
c) compare fractions having like and unlike denominators, using words and symbols (>, <, or =).	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.5 The student will recall multiplication facts through the twelves table, and the corresponding division facts.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
3.6	The student will represent multiplication and division, using area, set, and number line 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.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.7 The student will add and subtract proper fractions having like denominators of 12 or less.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
3.8	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 bills and coins, and make change.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.9 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;	**x**		
b) liquid volume in cups, pints, quarts, gallons, and liters;	**x**		
c) weight/mass in ounces, pounds, grams, and kilograms; and	**x**		
d) area and perimeter.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.10 The student will			
a) measure the distance around a polygon in order to determine perimeter; and	**x**		
b) count the number of square units needed to cover a given surface in order to determine area.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.11 The student will			
a) tell time to the nearest minute, using analog and digital clocks; and	**x**		
b) determine elapsed time in one-hour increments over a 12-hour period.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.12 The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.13 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.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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Mathematics Standard		**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
		Adequate	**Limited**	**No Evidence**
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 of angles, vertices, and edges, and the number and shape of faces, using concrete models.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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Mathematics Standard	**Rating Scale** Please indicate the rating for each by placing an X in the appropriate cell.		
	Adequate	**Limited**	**No Evidence**
3.15 The student will identify and draw representations of points, line segments, rays, angles, and lines.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
3.16 The student will identify and describe congruent and noncongruent plane figures.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
3.17 The student will			
a) collect and organize data, using observations, measurements, surveys, or experiments;	**x**		
b) construct a line plot, a picture graph, or a bar graph to represent the data; and	**x**		
c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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	Adequate	**Limited**	**No Evidence**
3.18 The student will investigate and describe the concept of probability as chance and list possible results of a given situation.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			

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		Adequate	**Limited**	**No Evidence**
3.19	The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.				

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	Adequate	**Limited**	**No Evidence**
3.20 The student will			
a) investigate the identity and the commutative properties for addition and multiplication; and	**x**		
b) identify examples of the identity and commutative properties for addition and multiplication.	**x**		
Comments: Provide comments to support "limited" or "no evidence" ratings.			