

## Textbook Alignment to the Utah Core – 3rd Grade Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes  No \_\_\_\_\_*

**Name of Company and Individual Conducting Alignment:  
Coleman Educational Research**

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

On record with the USOE.

The “Credential Sheet” is attached to this alignment.

**Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Grade 3 Mathematics**

**Title: Scott Foresman-Addison Wesley enVisionMATH, c.2011, Grade Three, SE ISBN: 9780328489725; TE ISBN: 9780328544660**

**Publisher: Pearson Education, Inc., publishing as Scott Foresman**

**Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100%**

**Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%**

**STANDARD I: Students will understand the base-ten numeration system, place value concepts, simple fractions and perform operations with whole numbers.**

**Percentage of coverage in the student and teacher edition for Standard I: 100%**

**Percentage of coverage not in student or teacher edition, but covered in the ancillary material for Standard I: \_\_\_\_\_%**

**OBJECTIVES & INDICATORS**

*Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)*

*Coverage in Ancillary Material (titles, pg #'s, etc.)*

*Not covered in TE, SE or ancillaries ✓*

**Objective 1.1: Represent whole numbers up to 10,000, comprehend place value concepts, and identify relationships among whole numbers using base-ten models and symbolic notation.**

- a.** Read, write, and represent whole numbers using standard and expanded form.
- b.** Demonstrate multiple ways to represent numbers using models and symbolic representations (e.g., fifty is the same as two groups of 25, the number of pennies in five dimes, or  $75 - 25$ ).
- c.** Identify the place and the value of a given digit in a four-digit numeral and round numbers to the nearest ten, hundred, and thousand.
- d.** Order and compare whole numbers on a number line and use the symbols  $<$ ,  $>$ ,  $\neq$ , and  $=$  when comparing whole numbers.

**SE/TE:** 4–5, 6–7, 8–9

**SE/TE:** 4–5, 6–7, 10–11, 18, 50–51, 399

**SE/TE:** 4, 6–7, 40–42

**SE/TE:** 12–14, 16–17

e.	Identify factors and multiples of whole numbers.	SE/TE: 108–109, 110–112, 122–124, 125, 126–127, 128–129, 140–141, 142–143, 144–146, 148–149, 150–151		
<b>Objective 1.2: Use fractions to describe and compare parts of the whole</b>				
a.	Identify the denominator of a fraction as the number of equal parts of the unit whole and the numerator of a fraction as the number of equal parts being considered.	SE/TE: 278B, 279, 279B, 280B, 281, 281B		
b.	Define regions and sets of objects as a whole and divide the whole into equal parts using a variety of objects, models, and illustrations.	SE/TE: 278–279, 280–281		
c.	Name and write a fraction to represent a portion of a unit whole for halves, thirds, fourths, sixths, and eighths.	SE/TE: 278–289, 280–281		
d.	Place fractions on the number line and compare and order fractions using models, pictures, the number line, and symbols.	SE/TE: 288–289, 290–293		
e.	Find equivalent fractions using concrete and pictorial representations.	SE/TE: 284B, 284–286		
<b>Objective 1.3: Model problems involving addition, subtraction, multiplication, and division.</b>				
a.	Demonstrate the meaning of multiplication and division of whole numbers through the use of a variety of representations (e.g., equal-sized groups, arrays, area models, and equal jumps on a number line for multiplication, partitioning and sharing for division).	SE/TE: 108–109, 110–112, 116–117, 141, 143, 144–146, 149, 157, 164–165, 166–168, 170–171, 172–173, 174–176, 184–185		

b.	Use a variety of strategies and tools, such as repeated addition or subtraction, equal jumps on the number line, and counters arranged in arrays to model multiplication and division problems.	<b>SE/TE:</b> 108–109, 110–112, 116–117, 141, 143, 144–146, 149, 157, 164–165, 166–168, 170–171, 172–173, 174–176, 196–198, 412–413, 416–417, 418–419, 420–421, 422–423, 429, 440–443		
c.	Demonstrate, using objects, that multiplication and division by the same number are inverse operations (e.g., $3 \times \square = 12$ is the same as $12 \div 3 = \square$ and $\square = 4$ ).	<b>SE/TE:</b> 184–185, 186–188, 190–191, 192–193, 194–195, 196–197		
d.	Demonstrate the effect of place value when multiplying whole numbers by 10.	<b>SE/TE:</b> 126B, 126–127, 127B		
e.	Write a story problem that relates to a given addition, subtraction, or multiplication equation, and write a number sentence to solve a problem related to the students' environment.	<b>SE/TE:</b> 98–100, 116–117, 118–120, 133–134, 154–156, 426–428		
<b>Objective 1.4: Compute and solve problems involving addition and subtraction of 3- and 4- digit numbers and basic facts of multiplication and division.</b>				
a.	Use a variety of methods to facilitate computation (e.g., estimation, mental math strategies, paper and pencil).	<b>SE/TE:</b> This objective is developed throughout this book. These are a few of the many examples: 36–38, 44–46, 56–57, 72–73, 74–76, 96–97, 152–153, 199, 312–314, 412–413, 414–415, 436–437, 438–449, 446–447		

b.	Find the sum or difference of numbers, including monetary amounts, using models and strategies such as expanded form, compensation, partial sums, and the standard algorithm.	SE/TE: 36–38, 48–49, 50–52, 54–55, 56–57, 58–59, 72–73, 86–87, 88–89, 90–91, 92–94, 96–97, 312–314, 316–319		
c.	Compute basic multiplication facts (0–10) and related division facts using a variety of strategies based on properties of addition and multiplication (i.e., commutative, associative, identity, zero, and the distributive properties).	SE/TE: 110–112, 140–141, 144–146, 152–153, 425		
<b>STANDARD II: Students will use patterns, symbols, operations, and properties of addition and multiplication to represent and describe simple number relationships.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i></b> ✓
<b>Objective 2.1: Create, represent, and analyze growing patterns.</b>				
a.	Create and extend growing patterns using objects, numbers, and tables.	SE/TE: 15, 122–123, 128–129, 150–151, 208–209, 210–211, 212–214, 218–221, 227, 298–299, 360–361, 412–413, 436–437		
b.	Describe how patterns are extended using manipulatives, pictures, and numerical representations.	SE/TE: 122–123, 128–129, 150–151, 208–209, 210–211, 212–214, 218–221, 227, 360–361, 412–413, 436–437		

<b>Objective 2.2: Recognize, represent, and simplify simple number relationships using symbols, operations, and properties.</b>			
<b>a.</b>	Represent numerical relationships as expressions, equations, and inequalities.	<b>SE/TE:</b> 71, 73, 184, 188, 196–198, 216–217, 222–223, 224–226, 316–318, 426–428	
<b>b.</b>	Solve equations involving equivalent expressions (e.g., $6 + 4 = \Delta + 7$ ).	<b>SE/TE:</b> 32–33, 95, 109–110, 129, 152–153, 425	
<b>c.</b>	Use the $>$ , $<$ , and $=$ symbols to compare two expressions involving addition and subtraction (e.g., $4 + 6 \square 3 + 2$ ; $3 + 5 \square 16 - 9$ ).	<b>SE/TE:</b> 35, 43, 124, 131, 188, 189, 193, 195, 222–223, 424	
<b>d.</b>	Recognize and use the commutative, associative, distributive, and identity properties of addition and multiplication, and the zero property of multiplication.	<b>SE/TE:</b> 32–33, 95, 109–111, 130–131, 152–153, 418–419, 425	
<b>STANDARD III: Students will describe and analyze attributes of two-dimensional shapes.</b>			
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%</b>	
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>  <i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 3.1: Describe and compare attributes of two-dimensional shapes.</b>			
<b>a.</b>	Identify, describe, and classify polygons (e.g., pentagons, hexagons, octagons).	<b>SE/TE:</b> 246B, 246–247, 247B, 252B, 252–253, 253B	

<b>b.</b>	Identify attributes for classifying triangles (e.g., two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).	<b>SE/TE:</b> 248B, 248–249, 249B		
<b>c.</b>	Identify attributes for classifying quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	<b>SE/TE:</b> 250B, 250–251, 251B		
<b>d.</b>	Identify right angles in geometric figures, or in appropriate objects, and determine whether other angles are greater or less than a right angle.	<b>SE/TE:</b> 244–245, 248–249, 251		
<b>Objective 3.2: Demonstrate the meaning of congruence through applying transformations.</b>				
<b>a.</b>	Demonstrate the effect of reflection, translation, or rotation using objects.	<b>SE/TE:</b> 260–261, 263, 263B		
<b>b.</b>	Determine whether two polygons are congruent by reflecting, translating, or rotating one polygon to physically fit on top of the other.	<b>SE/TE:</b> 260–262		
<b>STANDARD IV: Students will select and use appropriate units and measurement tools to solve problems.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: 100 %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i></b> ✓
<b>Objective 4.1: Select and use appropriate tools and units to estimate and measure length, weight, capacity, time, and perimeter of two-dimensional figures.</b>				

<b>a.</b>	Describe the part-whole relationships (e.g., 3 feet in a yard, a foot is 1/3 of a yard) between metric units of length (i.e., centimeter, meter), and among customary units of length (i.e., inch, foot, yard), capacity (i.e., cup, quart), and weight (i.e., pound, ounce).	<b>SE/TE:</b> 334–335, 338–339, 340–341, 350–351, 352–354, 355, 356–357, 358–359		
<b>b.</b>	Measure the length of objects to the nearest centimeter, meter, half- and quarter-inch, foot, and yard.	<b>SE/TE:</b> 332–333, 334–336, 350–351, 352–353		
<b>c.</b>	Measure capacity using cups and quarts, and measure weight using pounds and ounces.	<b>SE/TE:</b> 338B, 338–339, 339B, 340–341		
<b>d.</b>	Identify the number of minutes in an hour, the number of hours in a day, the number of days in a year, and the number of weeks in a year.	<b>SE/TE:</b> 398B, 398–399, 399B		
<b>e.</b>	Describe perimeter as a measurable attribute of two-dimensional figures, and estimate and measure perimeter with metric and customary units.	<b>SE/TE:</b> 368–369, 370–371, 373		
<b>Objective 4.2: Solve problems involving measurements.</b>				
<b>a.</b>	Determine simple equivalences of measurements (e.g., 30 inches = 2 feet and 6 inches; 6 cups = 1½ quarts; 90 min. = 1 hr. 30 min.).	<b>SE/TE:</b> 334–335, 341, 350, 352, 354, 355, 357, 359, 398–399		
<b>b.</b>	Compare given objects according to measurable attributes (i.e., length, weight, capacity).	<b>SE/TE:</b> 331, 332–333, 339, 341, 350, 356–357, 359		
<b>c.</b>	Solve problems involving perimeter.	<b>SE/TE:</b> 368–369, 370–371, 372–373		
<b>d.</b>	Determine elapsed time in hours (e.g., 7:00 a.m. to 2:00 p.m.).	<b>SE/TE:</b> 400B, 400–401, 401B		



<b>STANDARD V: Students will collect and organize data to make predictions and identify basic concepts of probability.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard V: 100%</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i></b> ✓
<b>Objective 5.1: Collect, organize, and display data to make predictions.</b>				
<b>a.</b>	Collect, read, represent, and interpret data using tables, graphs, and charts, including keys (e.g., pictographs, bar graphs, frequency tables, line plots).	<b>SE/TE:</b> 458–459, 460–463, 464–465, 466–467, 468–471, 478–481, 482–483		
<b>b.</b>	Make predictions based on a data display.	<b>SE/TE:</b> 472–475, 476–477, 478–481		
<b>Objective 5.2: Objective 2: Identify basic concepts of probability.</b>				
<b>a.</b>	Describe the results of events using the terms “certain,” “likely,” “unlikely,” and “impossible.”	<b>SE/TE:</b> 472B, 472–475, 475B		
<b>b.</b>	Conduct simple probability experiments, record possible outcomes systematically, and display results in an organized way (e.g., chart, graph).	<b>SE/TE:</b> 476B, 476–477, 477B, 478–481, 481B		
<b>c.</b>	Use results of simple probability experiments to describe the likelihood of a specific outcome in the future.	<b>SE/TE:</b> 472B, 472–475, 476–477, 477B		