**3rd Grade VSC to Common Core**

**Alignment**

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PERFECTLY ALIGNED  
3rd Grade VSC Standards that are taught before or during 3rd grade in the Common Core

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| |  |  | | --- | --- | | **3.1.A.1.a**  Represent and analyze numeric patterns using skip counting  **Assessment Limit:**  Use 2, 5, 10, or 100 starting with any whole number (0 – 1000) | **Grade Taught in Common Core:** 2  **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s. | |
| |  |  | | --- | --- | | **3.1.A.1.c**  Represent and analyze numeric patterns using skip counting backward  **Assessment Limit:**  Use 10 or 100 starting with any whole number (0 – 1000) | **Grade Taught in Common Core:** 2  **2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s. | |
| |  |  | | --- | --- | | **3.1.B.1.a**  Represent numeric quantities using operational symbols (+, -, ×, ÷)  **Assessment Limit:**  Use operational symbols (+ or -) and whole numbers (0 – 50) | **Grade Taught in Common Core:** 3  **3.OA.8** Solve two-step word problems using the four operations. Represent  these problems using equations with a letter standing for the  unknown quantity. Assess the reasonableness of answers using mental  computation and estimation strategies including rounding. | |
| |  |  | | --- | --- | | **3.1.B.2.b**  Find the missing number (unknown) in a number sentence (equation) using operational symbols (+, -, ×, ÷)  **Assessment Limit:**  Use one operational symbol (+ or -) and whole numbers (0 – 100) | **Grade Taught in Common Core:** 1  **1.OA.1** Use addition and subtraction within 20 to solve word problems involving  situations of adding to, taking from, putting together, taking apart,  and comparing, with unknowns in all positions, e.g., by using objects,  drawings, and equations with a symbol for the unknown number to  represent the problem.2 | |
| |  |  | | --- | --- | | **3.1.C.1.a**  Represent whole numbers on a number line  **Assessment Limit:**  Use whole numbers (0 - 500) | **Grade Taught in Common Core:** 2  **2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram  with equally spaced points corresponding to the numbers 0, 1, 2, ..., and  represent whole-number sums and differences within 100 on a number  line diagram. | |
| |  |  | | --- | --- | | **3.1.C.1.b**  Represent proper fractions on a number line  **Assessment Limit:**  Use fractions that have denominators of 2, 3, or 4 | **Grade Taught in Common Core:** 3  **3.NF.2** Understand a fraction as a number on the number line; represent  fractions on a number line diagram. | |
| |  |  | | --- | --- | | **3.2.A.1.d**  Identify triangles, rectangles, or squares as part of a composite figure  **Assessment Limit:**  Use a combination of 2 of the stated polygons | **Grade Taught in Common Core:** 1  **1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids,  triangles, half-circles, and quarter-circles) or three-dimensional shapes  (cubes, right rectangular prisms, right circular cones, and right circular  cylinders) to create a composite shape, and compose new shapes from  the composite shape.4 | |
| |  |  | | --- | --- | | **3.3.A.1.a**  Estimate and determine length  **Assessment Limit:**  Use the nearest centimeter or ½ inch | **Grade Taught in Common Core:** 3  **3.MD.4** Generate measurement data by measuring lengths using rulers marked  with halves and fourths of an inch. Show the data by making a line  plot, where the horizontal scale is marked off in appropriate units—  whole numbers, halves, or quarters. | |
| |  |  | | --- | --- | | **3.3.A.1.b**  Tell time in days, hours, minutes, and seconds  **Assessment Limit:**  Use the nearest minute using an analog clock | **Grade Taught in Common Core:** 3  **3.MD.1** Tell and write time to the nearest minute and measure time intervals  in minutes. Solve word problems involving addition and subtraction  of time intervals in minutes, e.g., by representing the problem on a  number line diagram. | |
| |  |  | | --- | --- | | **3.3.B.1.a**  Measure length of objects and pictures of objects using a ruler, a tape measure, a yardstick, or a meter stick  **Assessment Limit:**  Use a ruler and the nearest centimeter or ½ inch | **Grade Taught in Common Core:** 2 and 3  **3.MD.4 and 2.MD.3** 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.3.MD.4 Generate measurement data by measuring lengths using rulers marked  with halves and fourths of an inch. Show the data by making a line  plot, where the horizontal scale is marked off in appropriate units—  whole numbers, halves, or quarters. | |
| |  |  | | --- | --- | | **3.3.C.1.a**  Estimate and determine the perimeter of geometric figures and pictures on a grid  **Assessment Limit:**  Use counting and whole numbers (0 – 50) | **Grade Taught in Common Core:** 3  **3.MD.8** Solve real world and mathematical problems involving perimeters  of polygons, including finding the perimeter given the side lengths,  finding an unknown side length, and exhibiting rectangles with the  same perimeter and different areas or with the same area and different  perimeters. | |
| |  |  | | --- | --- | | **3.3.C.1.b**  Estimate and determine the area of geometric figures and pictures on a grid  **Assessment Limit:**  Use counting and whole numbers (0 – 50) | **Grade Taught in Common Core:** 3  **3.MD.6** Measure areas by counting unit squares (square cm, square m, square  in, square ft, and improvised units). | |
| |  |  | | --- | --- | | **3.4.A.1.c**  Organize and display data to make pictographs using a variety of scales  **Assessment Limit:**  Assessment limit: Use scales of 2:1, 4:1, or 10:1 and whole numbers (0 – 100) | **Grade Taught in Common Core:** 3  **3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a  data set with several categories. Solve one- and two-step “how many  more” and “how many less” problems using information presented in  scaled bar graphs. For example, draw a bar graph in which each square in  the bar graph might represent 5 pets. | |
| |  |  | | --- | --- | | **3.4.A.1.d**  Organize and display data to make single bar graphs using a variety of categories and intervals  **Assessment Limit:**  Assessment limit: Use no more than 4 categories of data with intervals of 1, 2, 5, or 10 and whole numbers (0 –100) | **Grade Taught in Common Core:** 2  **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to  represent a data set with up to four categories. Solve simple puttogether,  take-apart, and compare problems4 using information  presented in a bar graph. | |
| |  |  | | --- | --- | | **3.4.B.1.b**  Interpret data contained in pictographs using a variety of categories and intervals  **Assessment Limit:**  Assessment limit: Use scales of 2:1, 4:1, or 10:1 and whole numbers (0 – 100) | **Grade Taught in Common Core:** 3  **3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a  data set with several categories. Solve one- and two-step “how many  more” and “how many less” problems using information presented in  scaled bar graphs. For example, draw a bar graph in which each square in  the bar graph might represent 5 pets. | |
| |  |  | | --- | --- | | **3.4.B.1.c**  Interpret data contained in single bar graphs using a variety of categories and intervals  **Assessment Limit:**  Assessment limit: Use no more than 4 categories of data, intervals of 1, 2, 5, or 10 and whole numbers (0 – 100) | **Grade Taught in Common Core:** 2  **2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to  represent a data set with up to four categories. Solve simple puttogether,  take-apart, and compare problems4 using information  presented in a bar graph. | |
| |  |  | | --- | --- | | **3.6.A.1.d**  Compare, order, and describe whole numbers with or without using relational symbols (<, >, =)  **Assessment Limit:**  Use no more than four whole numbers (0 - 10,000) | **Grade Taught in Common Core:** 2  **2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds,  tens, and ones digits, using >, =, and < symbols to record the results of  comparisons. | |
| |  |  | | --- | --- | | **3.6.A.2.a**  Read, write, and represent fractions as parts of a single region using symbols, words, and models  **Assessment Limit:**  Use fractions with denominators of 2, 3, or 4 | **Grade Taught in Common Core:** 3  **3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a  whole is partitioned into b equal parts; understand a fraction a/b as  the quantity formed by a parts of size 1/b. | |
| |  |  | | --- | --- | | **3.6.A.3.a**  Represent money amounts in different ways  **Assessment Limit:**  Use money amounts ($0 - $100) | **Grade Taught in Common Core:** 2  **2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and  pennies, using $ and ¢ symbols appropriately. Example: If you have 2  dimes and 3 pennies, how many cents do you have? | |
| |  |  | | --- | --- | | **3.6.A.3.b**  Determine the value of a given set of mixed currency  **Assessment Limit:**  Use coins and bills ($0 - $100) | **Grade Taught in Common Core:** 2  **2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and  pennies, using $ and ¢ symbols appropriately. Example: If you have 2  dimes and 3 pennies, how many cents do you have? | |
| |  |  | | --- | --- | | **3.6.B.1.a**  Identify and describe whole numbers as even or odd  **Assessment Limit:**  Use whole numbers (0 – 100) | **Grade Taught in Common Core:** 2  **2.OA.3** Determine whether a group of objects (up to 20) has an odd or even  number of members, e.g., by pairing objects or counting them by 2s;  write an equation to express an even number as a sum of two equal  addends. | |
| |  |  | | --- | --- | | **3.6.C.1.a**  Add numbers using a variety of strategies  **Assessment Limit:**  Use no more than 3 addends, with no more than 3 digits in each addend and whole numbers (0 – 1000) | **Grade Taught in Common Core:** 3  **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms  based on place value, properties of operations, and/or the relationship  between addition and subtraction. | |
| |  |  | | --- | --- | | **3.6.C.1.b**  Subtract numbers using a variety of strategies  **Assessment Limit:**  Use no more than 3 digits in the minuend or subtrahend andwhole numbers (0 – 999) | **Grade Taught in Common Core:** 3  **3.NBT.2** Fluently add and subtract within 1000 using strategies and algorithms  based on place value, properties of operations, and/or the relationship  between addition and subtraction. | |
| |  |  | | --- | --- | | **3.6.C.1.f**  Represent multiplication and division basic facts using number sentences, pictures, and drawings  **Assessment Limit:**  Use basic facts of no more than 9 x 9 = 81 | **Grade Taught in Common Core:** 3  **3.OA.3** Use multiplication and division within 100 to solve word problems in  situations involving equal groups, arrays, and measurement quantities,  e.g., by using drawings and equations with a symbol for the unknown  number to represent the problem.1 | |
| |  |  | | --- | --- | | **3.6.C.1.g**  Identify and use properties of multiplication  **Assessment Limit:**  Use the properties of commutative, identity, or zero andwhole numbers (0 – 20) | **Grade Taught in Common Core:** 3  **3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total  number of objects in 5 groups of 7 objects each. For example, describe  a context in which a total number of objects can be expressed as 5 × 7. | |

ALMOST ALIGNED  
3rd Grade VSC Standards that are almost aligned to the Common Core

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| |  |  | | --- | --- | | **3.2.A.1.b**  Identify or describe polygons  **Assessment Limit:**  Use triangles, quadrilaterals, pentagons, hexagons, or octagons and the number of sides or vertices | **Note:**  In K, students are not expected to know names.  **Grade Taught in Common Core:** K  **K.G.4** Analyze and compare two- and three-dimensional shapes, in  different sizes and orientations, using informal language to describe  their similarities, differences, parts (e.g., number of sides and  vertices/“corners”) and other attributes (e.g., having sides of equal  length). | |
| |  |  | | --- | --- | | **3.2.A.1.c**  Identify or describe quadrilaterals  **Assessment Limit:**  Use squares, rectangles, rhombi, parallelograms, and trapezoids and the length of sides | **Note:**  In K, students are not expected to know names.  **Grade Taught in Common Core:** K  **K.G.4** Analyze and compare two- and three-dimensional shapes, in  different sizes and orientations, using informal language to describe  their similarities, differences, parts (e.g., number of sides and  vertices/“corners”) and other attributes (e.g., having sides of equal  length). | |
| |  |  | | --- | --- | | **3.2.B.1.a**  Identify and describe cubes, rectangular prisms, and triangular prisms  **Assessment Limit:**  Use cubes and the number of edges, faces, vertices, or shape of each face | **Note:**  In CC, students do not need to learn the names of the shapes.  **Grade Taught in Common Core:** 1  **1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids,  triangles, half-circles, and quarter-circles) or three-dimensional shapes  (cubes, right rectangular prisms, right circular cones, and right circular  cylinders) to create a composite shape, and compose new shapes from  the composite shape.4 | |
| |  |  | | --- | --- | | **3.3.A.1.d**  Estimate and determine weight of objects  **Assessment Limit:**  Use the nearest pound or ounce | **Note:**  In CC, students use grams and kilograms not pounds or ounces.  **Grade Taught in Common Core:** 3  **3.MD.2** Measure and estimate liquid volumes and masses of objects using  standard units of grams (g), kilograms (kg), and liters (l).6 Add,  subtract, multiply, or divide to solve one-step word problems involving  masses or volumes that are given in the same units, e.g., by using  drawings (such as a beaker with a measurement scale) to represent  the problem. | |
| |  |  | | --- | --- | | **3.6.A.1.a**  Read, write, and represent whole numbers using symbols, words, and models  **Assessment Limit:**  Use whole numbers (0 - 10,000) | **Note:**  In CC, students only need to go to 1000 not 10,000.  **Grade Taught in Common Core:** 2  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number  names, and expanded form. | |
| |  |  | | --- | --- | | **3.6.A.1.b**  Express whole numbers using expanded form  **Assessment Limit:**  Use whole numbers (0 - 10,000) | **Note:**  In CC, students only go to 1000, not 10,000.  **Grade Taught in Common Core:** 2  **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number  names, and expanded form. | |
| |  |  | | --- | --- | | **3.6.A.1.c**  Identify the place value of a digit in a whole number  **Assessment Limit:**  Use whole numbers (0 - 9,999) | **Note:**  In CC, students only go to 1000, not 9,999.  **Grade Taught in Common Core:** 2  **2.NBT.1** Understand that the three digits of a three-digit number represent  amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0  tens, and 6 ones. | |

TAUGHT AFTER 3**rd** GRADE  
3rd Grade VSC Standards that are taught after 3rd Grade in the Common Core

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| |  |  | | --- | --- | | **3.1.A.2.a**  Represent and analyze growing patterns using symbols, shapes, designs, or pictures  **Assessment Limit:**  Start at the beginning, show at least 3 levels but no more than 5 levels, and ask for the next level | **Grade Taught in Common Core:** 4  **4.OA.5** Generate a number or shape pattern that follows a given rule. Identify  apparent features of the pattern that were not explicit in the rule itself.  For example, given the rule “Add 3” and the starting number 1, generate  terms in the resulting sequence and observe that the terms appear to  alternate between odd and even numbers. Explain informally why the  numbers will continue to alternate in this way. | |
| |  |  | | --- | --- | | **3.2.D.1.a**  Identify and describe geometric figures as congruent  **Assessment Limit:**  Use the same shape and same size | **Grade Taught in Common Core:** 8  **8.G.2** Understand that a two-dimensional figure is congruent to another if  the second can be obtained from the first by a sequence of rotations,  reflections, and translations; given two congruent figures, describe a  sequence that exhibits the congruence between them. | |
| |  |  | | --- | --- | | **3.2.E.1.a**  Identify and describe the results of a slide, flip, and turn  **Assessment Limit:**  Use horizontal slide, flip over a vertical line, or turn of 90° clockwise around a given point of a geometric figure or picture | **Grade Taught in Common Core:** HS Geometry | |
| |  |  | | --- | --- | | **3.2.E.2.a**  Identify and describe symmetry  **Assessment Limit:**  Use no more than 4 lines of symmetry | **Grade Taught in Common Core:** 4  **4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line  across the figure such that the figure can be folded along the line  into matching parts. Identify line-symmetric figures and draw lines of  symmetry. | |
| |  |  | | --- | --- | | **3.5.B.1.a**  Describe the probability of an event using words  **Assessment Limit:**  Use probability terms of more (or most) likely, less (or least) likely, or equally likely | **Grade Taught in Common Core:** 6  **6.SP.1** Recognize a statistical question as one that anticipates variability in  the data related to the question and accounts for it in the answers. For  example, “How old am I?” is not a statistical question, but “How old are the  students in my school?” is a statistical question because one anticipates  variability in students’ ages. | |

NOT TAUGHT IN COMMON CORE  
3rd Grade VSC Standards that are not taught in the Common Core

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| |  |  | | --- | --- | | **3.3.A.1.c**  **Assessment Limit:** | **Grade Taught in Common Core:** | |
| |  |  | | --- | --- | | **3.3.C.2.a**  **Assessment Limit:** | **Grade Taught in Common Core:** | |

**NOT SURE**  
VSC’s Scott isn’t sure are taught in the Common Core. They might be taught indirectly

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| |  |  | | --- | --- | | **3.1.A.1.b**  Represent and analyze numeric patterns using skip counting  **Assessment Limit:**  Use 3 or 4 starting with 0, 1, 2, 3, or 4 (0 - 30) | **Grade Taught in Common Core:** 4?  **4.OA.4** Find all factor pairs for a whole number in the range 1–100. Recognize  that a whole number is a multiple of each of its factors. Determine  whether a given whole number in the range 1–100 is a multiple of a  given one-digit number. Determine whether a given whole number in  the range 1–100 is prime or composite. | |
| |  |  | | --- | --- | | **3.1.A.2.b**  Represent and analyze repeating patterns using symbols, shapes, designs, or pictures  **Assessment Limit:**  Use no more than 4 objects in the core of the pattern | **Grade Taught in Common Core:** ? | |
| |  |  | | --- | --- | | **3.1.B.2.a**  Represent relationships using appropriate relational symbols (<, >, or =) and operational symbols (+, -, ×, ÷) on either side  **Assessment Limit:**  Use operational symbols (+ or -) and whole numbers (0 – 1000) | **Grade Taught in Common Core:** No direct standard  **1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones  digits, recording the results of comparisons with the symbols >, =, and <. | |
| |  |  | | --- | --- | | **3.4.A.1.b**  Organize and display data to make tables using a variety of categories and sets of data  **Assessment Limit:**  Assessment limit: Use no more than 4 categories from one set of data andwhole numbers (0 – 1000) | **Grade Taught in Common Core:** Not directly | |
| |  |  | | --- | --- | | **3.4.B.1.a**  Interpret data contained in tables using a variety of categories and intervals  **Assessment Limit:**  Assessment limit: Use no more than 4 categories from one set of data andwhole numbers (0 – 1000) | **Grade Taught in Common Core:** Not directly | |
| |  |  | | --- | --- | | **3.6.A.2.b**  Read, write, and represent fractions as parts of a set using symbols, words, and models  **Assessment Limit:**  Use fractions with denominators of 2, 3, or 4, and use sets of 2, 3, 4 items, respectively | **Grade Taught in Common Core:** ? | |