

| <b>Florida Standards - Third Grade Math</b>  | <b>Stickybear Math Word Problems</b> | <b>Stickybear's Math Splash</b> | <b>Town</b> | <b>MiddleWare Math Word Problems Travel</b> | <b>MiddleWare Math Word Problems Careers</b> | <b>MiddleWare Math Word Problems Sports</b> | <b>MiddleWare Math Word Problems Money</b> | <b>Math Mentor Series Addition &amp; Subtraction</b> | <b>Multiplication &amp; Division</b> | <b>Math Mentor Series Fractions &amp; Decimals</b> | <b>Math Test Generator</b> |
|--|--------------------------------------|---------------------------------|-------------|---|--|---|--|--|--------------------------------------|--|----------------------------|
| <b>NUMBER SENSE, CONCEPTS, AND OPERATIONS</b>  |                                      |                                 |             |   |  |   |  |  |                                      |  |                            |
| The student understands the different ways numbers are represented & used in the real world  | ✓                                    | ✓                               | ✓           | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  |                            |
| <i>names whole numbers combining 3-digit numeration &amp; the use of number periods, such as ones, thousands, &amp; millions &amp; associates verbal names, written word names, &amp; standard numerals with whole numbers, commonly used fractions, decimals &amp; percents</i> |                                      | ✓                               | ✓           | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  |                            |
| <i>understands the relative size of whole numbers, commonly used fractions, decimals, &amp; percents</i>   | ✓                                    | ✓                               | ✓           | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  |                            |
| <i>understands concrete &amp; symbolic representations of whole numbers, fractions, decimals, &amp; percents in real-world situations</i>  | ✓                                    | ✓                               |             | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  |                            |
| <i>understands that numbers can be represented in a variety of equivalent forms using whole numbers, decimals, fractions &amp; percents</i>  | ✓                                    | ✓                               | ✓           | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  |                            |
|  |                                      |                                 |             |   |  |   |  |  |                                      |  |                            |
| The student understands number systems   |                                      |                                 | ✓           |   |  |   |  |  |                                      |  |                            |
| <i>uses place-value concepts of grouping based upon powers of ten within the decimal number system</i>   |                                      |                                 | ✓           |   |  |   |  |  |                                      |  |                            |
| <i>recognizes &amp; compares the decimal number system to the structure of other number systems such as the Roman numeral system or bases other than ten</i>   |                                      |                                 | ✓           |   |  |   |  |  |                                      |  |                            |
|  |                                      |                                 |             |   |  |   |  |  |                                      |  |                            |
| The student understands the effects of operations on numbers & the relationships among these operations, selects appropriate operations, & computes for problem solving  | ✓                                    | ✓                               | ✓           | ✓   | ✓  | ✓   | ✓  | ✓  | ✓                                    | ✓  | ✓                          |

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| <i>understands &amp; explains the effects of addition, subtraction, &amp; multiplication on whole numbers, decimals, &amp; fractions, including mixed numbers, &amp; the effects of division on whole numbers, including the inverse relationship of multiplication &amp; division</i> | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>selects the appropriate operation to solve specific problems involving addition, subtraction, &amp; multiplication of whole numbers, decimals, &amp; fractions, &amp; division of whole numbers</i>   | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>adds, subtracts, &amp; multiplies whole numbers, decimals, &amp; fractions, including mixed numbers &amp; divides whole numbers to solve real-world problems, using appropriate methods of computing, such as mental mathematics, paper, pencil, &amp; calculator</i>               | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
|  |   |   |   |   |   |   |   |   |   |   |   |
| The student uses estimation in problem solving and computation   |   |   | ✓ |   |   |   |   |   |   |   |   |
| <i>uses &amp; justifies different estimation strategies in a real-world problem situation &amp; determines the reasonableness of results of calculations in</i>  |   |   | ✓ |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |
| The student understands and applies theories related to numbers  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |
| <i>understands &amp; applies basic number theory concepts, including primes, composites, factors, and multiples</i>  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |
| <b>MEASUREMENT</b>   |   |   |   |   |   |   |   |   |   |   |   |
| The student measures quantities in the real world & uses the measures to solve problems  |   | ✓ | ✓ |   |   |   |   |   |   |   |   |
| <i>uses concrete &amp; graphic models to develop procedures for solving problems related to measurement including length, weight, time, temperature, perimeter, area, volume, &amp; angle</i>  |   | ✓ | ✓ |   |   |   |   |   |   |   |   |
| <i>solves real-world problems involving length, weight, perimeter, area, capacity, volume, time, temperature, &amp; angles</i>   |   | ✓ | ✓ |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |
| The student compares, contrast, & converts within systems of measurement (both standard/nonstandard & metric/customary)  |   | ✓ |   |   |   |   |   |   |   |   |   |
| <i>uses direct and indirect measures to calculate and compare measurable characteristics</i>   |   | ✓ |   |   |   |   |   |   |   |   |   |
| <i>selects &amp; uses appropriate standard &amp; nonstandard units of measurement, according to type and size</i>  |   | ✓ |   |   |   |   |   |   |   |   |   |
|  |   |   |   |   |   |   |   |   |   |   |   |
| The student estimates measurements in real-world problem situations  |   |   | ✓ |   |   |   |   |   |   |   |   |

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| <i>solves real-world problems involving estimates of measurements, including length, time, weight, temperature, money, perimeter, area, &amp; volume</i>   |   |   | ✓ |   |   |   |   |  |  |  |  |
| The student selects & uses appropriate units & instruments for measurement to achieve the degree of precision & accuracy required in real-world situations   | ✓ | ✓ |   |   |   |   |   |  |  |  |  |
| <i>determines which units of measurement, such as seconds, square inches, dollars per tankful, to use with answers to real-world problems</i>  | ✓ | ✓ |   |   |   |   |   |  |  |  |  |
| <i>selects &amp; uses appropriate instruments &amp; technology, including scales, rulers, thermometers, measuring cups, protractors, &amp; gauges, to</i>  |   | ✓ |   |   |   |   |   |  |  |  |  |
| <b>GEOMETRY AND SPATIAL SENSE</b>  |   |   |   |   |   |   |   |  |  |  |  |
| The student describes, draws, identifies, & analyzes two-and three-dimensional shapes  |   |   |   |   |   |   |   |  |  |  |  |
| <i>given a verbal description, draws &amp;/or models two- &amp; three-dimensional shapes &amp; uses appropriate geometric vocabulary to write a description of a figure or a picture composed of geometric figures</i> |   |   |   |   |   |   |   |  |  |  |  |
| The student visualizes & illustrates ways in which shapes can be combined, subdivided and changed  |   |   |   |   |   |   |   |  |  |  |  |
| <i>understands the concepts of spatial relationships, symmetry, reflections, congruency, &amp; similarity</i>  |   |   |   |   |   |   |   |  |  |  |  |
| <i>predicts, illustrates, &amp; verifies which figures could result from a flip, slide, or turn of a given figure</i>  |   |   |   |   |   |   |   |  |  |  |  |
| The student uses coordinate geometry to locate objects in both two & three dimensions & to describe objects algebraically  |   |   |   |   |   |   |   |  |  |  |  |
| <i>represents &amp; applies a variety of strategies &amp; geometric properties &amp; formulas for two &amp; three-dimensional shapes to solve real-world &amp; mathematical problems</i>                               |   |   |   |   |   |   |   |  |  |  |  |
| <i>identifies &amp; plots positive ordered pairs in a rectangular coordinate system (graph)</i>  |   |   |   |   |   |   |   |  |  |  |  |
| <b>ALGEBRAIC THINKING</b>  |   |   |   |   |   |   |   |  |  |  |  |
| The student describes, analyzes, & generalizes a wide variety of patterns, relations, & functions  |   | ✓ |   | ✓ | ✓ | ✓ | ✓ |  |  |  |  |

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| <i>describes a wide variety of patterns &amp; relationships through models, such as manipulative tables, graphs, rules using algebraic symbols</i>   | ✓ |  | ✓ | ✓ | ✓ | ✓ |   |   |   |  |
| <i>generalizes a pattern relation, or function to explain how t change in one quantity results in change in another</i>  | ✓ |  | ✓ | ✓ | ✓ | ✓ |   |   |   |  |
|  |   |  |   |   |   |   |   |   |   |  |
| The student uses expressions, equations, inequalities, graphs, and formulas to represent & interpret situation   | ✓ |  |   |   |   |   | ✓ | ✓ | ✓ |  |
| <i>represents a given simple problem situation using diagrams, models, and symbolic expressions translated from verbal phrases, or verbal phrases translated from symbolic expression, etc;</i>  |   |  |   |   |   |   |   |   |   |  |
| <i>uses informal methods, such as physical models &amp; graphs to solve real-world problems involving equations and inequalities</i>   | ✓ |  |   |   |   |   | ✓ | ✓ | ✓ |  |
|  |   |  |   |   |   |   |   |   |   |  |
| <b>DATA ANALYSIS AND PROBABILITY</b>   |   |  |   |   |   |   |   |   |   |  |
| The student understands & uses the tools of data analysis for managing information   | ✓ |  |   |   |   |   |   |   |   |  |
| <i>solves problems by generating, collecting, organizing, displaying, &amp; analyzing data using histograms, bar graphs, circle graphs, line graphs, pictographs, and charts</i>   | ✓ |  |   |   |   |   |   |   |   |  |
| <i>determine range, mean, median, &amp; mode from sets of data</i>   |   |  |   |   |   |   |   |   |   |  |
| <i>analyzes real-world data to recognize patterns &amp; relationships of the measures of central tendency using tables, charts, histograms, bar graphs, line graphs, pictographs, circle graphs generated by appropriate technology, including calculators &amp; computers</i> | ✓ |  |   |   |   |   |   |   |   |  |
|  |   |  |   |   |   |   |   |   |   |  |
| The student identifies patterns & makes predictions from an orderly display of data using concepts of probability & statistics   |   |  |   |   |   |   |   |   |   |  |
| <i>uses models, such as tree diagrams, to display possible outcomes &amp; to predict events</i>  |   |  |   |   |   |   |   |   |   |  |
| <i>predicts the likelihood of simple events occurring</i>  |   |  |   |   |   |   |   |   |   |  |
|  |   |  |   |   |   |   |   |   |   |  |
| The student uses statistical methods to make inferences & valid arguments about real-world situations  | ✓ |  |   |   |   |   |   |   |   |  |
| <i>designs experiments to answer class or personal questions, collects, information, &amp; interprets the results using statistics &amp; pictographs, charts, bar graphs, circle graphs, &amp; line graphs</i>   | ✓ |  |   |   |   |   |   |   |   |  |
| <i>uses statistical data about life situations to make predictions and justifies reasoning</i>   |   |  |   |   |   |   |   |   |   |  |