Virginia Mathematics - VAAP

Grade 3

Number, Number Sense, Computation, and Estimation

1 **Match number names to numerals from 0 through 20.** M-3.1

2 **Identify the closest number above or below a given number from 0 through 20.** M-3.2

3 **Compare whole numbers from 0 through 20.** M-3.3

CC. Whole numbers 0 through 20 could be compared with the words “smaller,” “larger,” “same,” or with the symbols <, =, >. M-3.3.CC

4 **Identify and match representations of one half for numbers 2 through 20.** M-3.4

CC. Representations could include simple pictures, diagrams, models, or other representations for even whole numbers from 0 through 20. M-3.4.CC

5 **Add and subtract whole numbers from 0 through 20.** M-3.5

CC. Sums for addition problems will not exceed 20. M-3.5.CC

6 **Solve one-step word problems using addition and subtraction.** M-3.6

CC. Given a context, numbers from 0 to 20 could be added, with their sum not to exceed 20. Whole numbers from 0 through 10 could be subtracted. M-3.6.CC

7 **Identify a product of two whole numbers where one number is 5 or less and the other number is 4 or less.** M-3.7

Measurement and Geometry

8 **Match and count coins through 25 cents.** M-3.8

CC. Complexity ranges from matching pennies, nickels, dimes, and quarters to their values to counting the value of a set of coins with a total value of 25 cents or less. M-3.8.CC

9 **Compare length using simple terms: same, shorter, longer.** M-3.9

CC. Comparisons could include simple pictures, diagrams, models, or representations that are the same length or 1 to 5 units apart. M-3.9.CC

10 **Compare volume using simple terms: same, more, less, larger, smaller.** M-3.10

CC. Comparisons could include simple pictures, diagrams, models, or representations that are visibly or measurably the same or different volumes. M-3.10.CC

11 **Determine perimeter of equilateral triangles and squares.** M-3.11

CC. Equilateral triangles or squares with sides that have lengths from 1 to 5 units could be included. M-3.11.CC

12 **Determine the area of squares and rectangles.** M-3.12

CC. Squares and rectangles with areas of 4 unit squares up to 16 unit squares could be included. M-3.12.CC

13 **Tell time in whole hour increments using a digital clock, including with context.** M-3.13

CC. Times could be on the hour, in a.m. or p.m., and the terms noon and midnight could be included. Contexts will relate the time to an appropriate activity. M-3.13.CC

14 **Use attributes of circles, triangles, and squares to identify shapes.** M-3.14

CC. Circles, triangles, and squares could be presented in simple pictures, diagrams, models, or representations. M-3.14.CC

15 **Identify figures that are the same size and shape.** M-3.15

CC. Circles of the same size, squares and triangles with the same size and orientation, and squares and triangles with same size and different orientations could be presented. M-3.15.CC

Probability, Statistics, Patterns, Functions, and Algebra

16 **Compare categories represented in picture graphs using simple terms: same, more, less.** M-3.16

CC. Categories could be presented for comparison that range from having the same amounts to having significantly different or slightly different amounts. M-3.16.CC

17 **Perform basic counting operations including skip counting by 2s and 5s.** M-3.17

CC. Counting could range from 1 through 20 with simple pictures, diagrams, models, or representations. Skip counting could be by 2s or 5s through 20 and could include finding a missing number or extending a pattern. M-3.17.CC