

**Illinois Content Standards
Correlated to**

**Academic Language Notebooks
The Language of Math
Grade 3**

Illinois Standards	Module Number and Name
Lesson 1: Number Sense	
6.3.01 Read, write, recognize, and model equivalent representations of whole numbers and their place values up to 100,000.	1. Place Value
6.3.02 Identify and write (in words and standard form) whole numbers up to 100,000.	2. Compare and Order Whole Numbers
6.4.03 Recognize a fraction represented with a pictorial model.	25. Fraction Concepts
6.3.04 Represent multiplication as repeated addition.	8. Multiplication Concepts
6.3.05 Order and compare whole numbers up to 10,000 using symbols ($>$, $<$, or $=$) and words (e.g., greater (more) than, less than, equal to, between).	2. Compare and Order Whole Numbers
6.3.06 Order and compare decimals expressed using monetary units.	4. Count Money and Make Change
6.3.07 Identify and locate whole numbers and halves on a number line.	25. Fraction Concepts
6.3.08 Solve problems involving descriptions of numbers, including characteristics and relationships (e.g., odd/even, factors/multiples, greater than, less than).	2. Compare and Order Whole Numbers
6.3.09 Solve problems and number sentences involving addition and subtraction with regrouping.	7. Addition and Subtraction with Regrouping
6.3.10 Solve problems involving the value of a collection of bills and coins whose total value is \$10.00 or less, and make change.	4. Count Money and Make Change
6.3.11 Model and apply basic multiplication facts (up to 10×10), and apply them to related multiples of 10 (e.g., $3 \times 4 = 12$, $30 \times 4 = 120$).	8. Multiplication Concepts
6.3.12 Use the inverse relationships between addition and subtraction to complete basic fact sentences and solve problems (e.g., $5 + 3 = 8$ and $8 - 3 = \underline{\quad}$).	5. Addition and Subtraction Basic Concepts
6.3.13 Solve problems involving the multiplicative identity of one (e.g., $3 \times 1 = 3$) and the additive identity of zero (e.g., $3 + 0 = 3$).	8. Multiplication Concepts
6.3.14 Make estimates appropriate to a given situation with whole numbers.	6. Estimate Addition and Subtraction

Illinois Standards	Module Number and Name
Lesson 2: Measurement	
7.3.01 Solve problems involving simple elapsed time in compound units (e.g., hours, minutes, days).	15. Clock Time
7.3.02 Select and use appropriate standard units and tools to measure length (to the nearest inch or cm), time (to the nearest minute), and temperature (to the nearest degree).	15. Clock Time 17. Temperature
7.3.03 Solve problems involving the perimeter of a polygon with given side lengths or a given non-standard unit (e.g., paperclip).	24. Perimeter, Area, and Volume
7.3.04 Solve problems involving the area of a figure when whole and half square units are shown within the figure.	24. Perimeter, Area, and Volume
7.3.05 Compare and estimate length (including perimeter), area, and weight/mass using referents.	13. Linear Measurement (Customary and Metric) 14. Measurement of Capacity and Weight (Customary and Metric)
7.3.06 Determine the volume of a solid figure that shows cubic units.	24. Perimeter, Area, and Volume
7.3.07 Solve problems involving simple unit conversions within the same measurement system for time and length.	13. Linear Measurement (Customary and Metric) 15. Clock Time
Lesson 3: Patterns and Equations	
8.3.01 Determine a missing term in a pattern (sequence), describe a pattern (sequence), and extend a pattern (sequence) when given a description or pattern (sequence).	20. Lines, Line Segments, Rays and Angles
8.3.02 Write an expression to represent a given situation.	
8.3.03 Represent simple mathematical relationships with number sentences (equations and inequalities).	
8.3.04 Solve one-step addition and subtraction equations that have a missing number or missing operation sign (e.g., $3 + h = 5$, $6 h 1 = 7$).	5. Addition and Subtraction Basic Concepts
8.3.05 Solve word problems involving unknown quantities.	

Illinois Standards	Module Number and Name
Lesson 4: Geometry	
9.3.01 Identify, describe, and sketch two-dimensional shapes (triangles, squares, rectangles, pentagons, hexagons, and octagons) according to the number of sides, length of sides, and number of vertices.	21. Plane Figures
9.3.02 Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices).	23. Solid Figures
9.3.03 Locate and identify points using numbers and symbols on a grid, and describe how points relate to each other on a grid (e.g., q is 2 units below e , point A is 3 units to the right of point B).	19. Read and Make Graphs
9.3.04 Identify whether or not a figure has a line of symmetry, and sketch or identify the line of symmetry.	22. Congruence, Symmetry, and Transformations
9.3.05 Identify images resulting from flips (reflections), slides (translations), or turns (rotations).	22. Congruence, Symmetry, and Transformations
9.3.06 Identify parallel lines.	30. Division with Remainders
9.3.07 Identify the two-dimensional components of a three-dimensional object (e.g., a cube has square faces).	23. Solid Figures
9.3.08 Identify a three-dimensional object from its net.	23. Solid Figures
9.3.09 Predict the result of putting shapes together (composing) and taking them apart (decomposing).	22. Congruence, Symmetry, and Transformations
9.3.10 Identify congruent and similar figures by visual inspection.	22. Congruence, Symmetry, and Transformations
9.3.11 Determine the distance between two points on the number line in whole numbers.	20. Lines, Line Segments, Rays, and Angles
Lesson Five: Data Analysis and Probability	
10.3.01 Read and interpret data represented in a pictograph, bar graph, Venn diagram (with two circles), tally chart, or table.	18. Collect and Organize Data
10.3.02 Complete missing parts of a pictograph, bar graph, tally chart, or table for a given set of data.	19. Read and Make Graphs
10.3.03 Determine the mode, given a set of data or a graph.	18. Collect and Organize Data
10.3.04 Classify events using words such as certain, most likely, equally likely, least likely, possible, and impossible.	19. Read and Make Graphs
10.3.05 Describe the chances associated with a context presented visually, including using the response format “3 out of 4.”	19. Read and Make Graphs

