

A Correlation of

enVision[®] Mathematics

South Carolina, ©2021



To the
South Carolina
College- and Career-Ready Standards
for Mathematics 2015
Grade 3

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South Carolina College- and Career-Ready Standards for Mathematics Grade 3	enVision Mathematics South Carolina, ©2021 Grade 3
Mathematical Process Standards	
1. Make sense of problems and persevere in solving them.	enVision Mathematics provides numerous instructional opportunities to help students develop proficiency in the math practices. To get students off to a good start on all eight practices, use the Math Practices and Problem Solving Handbook pages at SavvasRealize.com , along with the Math Practices Posters, and supporting Math Practices Animations. Each lesson begins with Problem-Based Learning, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a situation. Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems. Each Problem-Solving Lesson provides instruction and practice focused on a specific math practice.
a. Relate a problem to prior knowledge.	SE/TE: 4A, 12, 94, 104, 151, 224, 258, 266, 306, 314
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.	SE/TE: 98, 151, 272, 342, 414, 467
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.	SE/TE: 84, 150, 151, 152, 224, 266, 314, 342, 386, 396
d. Evaluate the success of an approach to solve a problem and refine it if necessary.	SE/TE: 128, 150, 151, 266, 344, 466, 467, 636

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<p>2. Reason both contextually and abstractly.</p>	<p>enVision Mathematics provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the Visual Learning Bridge, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation. Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p>
<p>a. Make sense of quantities and their relationships in mathematical and real-world situations.</p>	<p>SE/TE: 48, 64, 96, 118, 122, 126, 130, 132, 146, 152</p>
<p>b. Describe a given situation using multiple mathematical representations.</p>	<p>SE/TE: 10, 64, 118, 152, 230, 232, 254, 262, 302, 310</p>
<p>c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.</p>	<p>SE/TE: 10, 186, 232, 262, 310, 346, 560, 567, 635</p>
<p>d. Connect the meaning of mathematical operations to the context of a given situation.</p>	<p>SE/TE: 64, 96, 126, 130, 186, 188, 358, 468, 567, 616</p>

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<p>3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning—argumentation and critique of arguments. In enVision Mathematics, the Problem-Based Learning affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to justify or explain their solutions. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p>
<p>a. Construct and justify a solution to a problem.</p>	<p>SE/TE: 14, 64, 80, 104, 136, 142, 176, 180, 192, 210</p>
<p>b. Compare and discuss the validity of various reasoning strategies.</p>	<p>SE/TE: 168B, 210, 268, 302, 362, 363, 390, 408B, 456, 484B</p>
<p>c. Make conjectures and explore their validity.</p>	<p>SE/TE: 4A, 4C, 60, 76C, 168A, 168C, 210, 252A, 252C, 336A</p>
<p>d. Reflect on and provide thoughtful responses to the reasoning of others.</p>	<p>SE/TE: 4B, 28, 152, 176, 180, 210, 212, 252C, 266, 300</p>
<p>4. Connect mathematical ideas and real-world situations through modeling.</p>	<p>Students using enVision Mathematics are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The Visual Learning Bridge and Visual Learning Animation Plus often present real-world situations, and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p>

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<p>a. Identify relevant quantities and develop a model to describe their relationships.</p>	<p>SE/TE: 4B, 6, 8, 22, 28, 62, 63, 126, 192, 222</p>
<p>b. Interpret mathematical models in the context of the situation.</p>	<p>SE/TE: 18, 62, 63, 86, 94, 142, 182, 236, 318, 396</p>
<p>c. Make assumptions and estimates to simplify complicated situations.</p>	<p>SE/TE: 4B, 4C, 63, 76B, 168B, 252B, 314, 319, 336B, 354</p>
<p>d. Evaluate the reasonableness of a model and refine if necessary.</p>	<p>SE/TE: 4C, 22, 62, 63, 168C, 252C, 298, 336C, 408C, 584C</p>
<p>5. Use a variety of mathematical tools effectively and strategically.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as Online Math Tools and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p>
<p>a. Select and use appropriate tools when solving a mathematical problem.</p>	<p>SE/TE: 26, 27, 28, 320, 354, 358, 484C, 516, 552, 600</p>
<p>b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.</p>	<p>SE/TE: 27, 50, 82, 354, 358, 424, 552, 600</p>

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<p>6. Communicate mathematically and approach mathematical situations with precision.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The Problem-Based Learning activity provides repeated opportunities for students to use precise language to explain their solution paths while solving problems. In the Convince Me! feature, students revisit these key terms or concepts and provide explicit definitions or explanations.</p>
<p>a. Express numerical answers with the degree of precision appropriate for the context of a situation.</p>	<p>SE/TE: 4C, 18, 50, 58, 138, 236, 262, 270, 271, 272</p>
<p>b. Represent numbers in an appropriate form according to the context of the situation.</p>	<p>SE/TE: 4C, 50, 58, 138, 236, 262, 270, 271, 272, 310</p>
<p>c. Use appropriate and precise mathematical language.</p>	<p>SE/TE: 172, 218, 236, 270, 271, 272, 310, 350, 424, 508</p>
<p>d. Use appropriate units, scales, and labels.</p>	<p>SE/TE: 218, 236, 262, 270, 271, 272, 414, 424, 442, 454</p>

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<p>7. Identify and utilize structure and patterns.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and, as their mathematical thinking matures, to look for and apply generalizations to similar situations. The Problem-Based Learning activities offer students opportunities to look for regularity in the way operations behave. Students are encouraged to look for structure as they develop solution plans. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p>
<p>a. Recognize complex mathematical objects as being composed of more than one simple object.</p>	<p>SE/TE: 220, 228, 230, 234, 235, 592, 636</p>
<p>b. Recognize mathematical repetition in order to make generalizations.</p>	<p>SE/TE: 22, 23, 54, 98, 103, 104, 134, 146, 182, 222</p>
<p>c. Look for structures to interpret meaning and develop solution strategies.</p>	<p>SE/TE: 16, 42, 46, 54, 78, 82, 86, 90, 104, 122</p>

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Content Standards for Mathematics	
Number Sense and Base Ten	
3.NSBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	SE: 305-308, 309-312 TE: 305A-308B, 309A-312B
3.NSBT.2 Add and subtract whole numbers fluently to 1,000 using knowledge of place value and properties of operations.	SE: 289-292, 297-300, 301-304, 309-312, 313-316, 317-320, 337-340, 341-344, 345-348, 349-352, 353-356, 357-360, 361-364, 409-412, 417-420, 421-424, 541-544, 621-624 TE: 289A-292B, 297A-300B, 301A-304B, 309A-312B, 313A-316B, 317A-320B, 337A-340B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 409A-412B, 417A-420B, 421A-424B, 541A-544B, 621A-624B
3.NSBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90, using knowledge of place value and properties of operations.	SE: 381-384, 385-388, 389-392, 393-396 TE: 381A-384B, 385A-388B, 389A-392B, 393A-396B
3.NSBT.4 Read and write numbers through 999,999 in standard form and equations in expanded form.	SE: S9-S14 Lesson SC-2 TE: S9A-S14B Lesson SC-2
3.NSBT.5 Compare and order numbers through 999,999 and represent the comparison using the symbols $>$, $=$, or $<$.	SE: S15-S20 Lesson SC-3 TE: S15A-S20B Lesson SC-3

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Number Sense – Fractions	
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	
a. A fraction $1/b$ (called a unit fraction) is the quantity formed by one part when a whole is partitioned into $1/b$ equal parts;	SE: 437-440, 441-444, 445-448, 465-468, 585-588, 589-592 TE: 437A-440B, 441A-444B, 445A-448B, 465A-468B, 585A-588B, 589A-592B
b. A fraction a/b is the quantity formed by a parts of size $1/b$;	SE: 441-444, 445-448, 585-588, 589-592 TE: 441A-444B, 445A-448B, 585A-588B, 589A-592B
c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;	SE: 449-452, 453-456, 457-460, 461-464 TE: 449A-452B, 453A-456B, 457A-460B, 461A-464B
d. A fraction can be represented using set, area, and linear models.	SE: 437-440, 441-444, S23-S28 Lesson SC-4 TE: 437A-440B, 441A-444B, S23A-S28B Lesson SC-4
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:	
a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;	SE: 485-488, 489-492, 505-508, 509-512 TE: 485A-488B, 489A-492B, 505A-508B, 509A-512B
b. fraction equivalence can be represented using set, area, and linear models;	SE: 485-488, 489-492, 513-516, S37-S42 Lesson SC-6 TE: 485A-488B, 489A-492B, 513A-516B, S37A-S42B Lesson SC-6
c. whole numbers can be written as fractions (e.g., $4 = 4/1$ and $1 = 4/4$);	SE: 445-448, 509-512 TE: 445A-448B, 509A-512B

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d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	SE: 493-496, 497-500, 501-504, 513-516 TE: 493A-496B, 497A-500B, 501A-504B, 513A-516B
3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	SE: S29-S34 Lesson SC-5 TE: S29A-S34B Lesson SC-5
Algebraic Thinking and Operations	
3.ATO.1 Use concrete objects, drawings and symbols to represent multiplication facts of two single-digit whole numbers and explain the relationship between the factors (i.e., 0 – 10) and the product.	SE: 5-8, 9-12, 13-16, 25-28, 41-44, 45-48, 49-52, 53-56, 57-60, 185-188 TE: 5A-8B, 9A-12B, 13A-16B, 25A-28B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 185A-188B
3.ATO.2 Use concrete objects, drawings and symbols to represent division without remainders and explain the relationship among the whole number quotient (i.e., 0 – 10), divisor (i.e., 0 – 10), and dividend.	SE: 17-20, 21-24, 25-28, 185-188 TE: 17A-20B, 21A-24B, 25A-28B, 185A-188B
3.ATO.3 Solve real-world problems involving equal groups, area/array, and number line models using basic multiplication and related division facts. Represent the problem situation using an equation with a symbol for the unknown.	SE: 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, 81-84, 85-88, 89-92, 93-96, 97-100, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, 177-180, 181-184, 185-188, 189-192, 253-256, 257-260, 261-264, 265-268, 269-272, 385-388, 561-564, 617-620 TE: 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 253A-256B, 257A-260B, 261A-264B, 265A-268B, 269A-272B, 385A-388B, 561A-564B, 617A-620B

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<p>3.ATO.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is a missing factor, product, dividend, divisor, or quotient.</p>	<p>SE: 141-144, 145-148, 221-224</p> <p>TE: 141A-144B, 145A-148B, 221A-224B</p>
<p>3.ATO.5 Apply properties of operations (i.e., Commutative Property of Multiplication, Associative Property of Multiplication, Distributive Property) as strategies to multiply and divide and explain the reasoning.</p>	<p>SE: 13-16, 49-52, 77-80, 81-84, 85-88, 89-92, 93-96, 97-100, 101-104, 137-140, 389-392</p> <p>TE: 13A-16B, 49A-52B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 101A-104B, 137A-140B, 389A-392B</p>
<p>3.ATO.6 Understand division as a missing factor problem.</p>	<p>SE: 117-120, 121-124, 125-128, 129-132, 137-140, 141-144</p> <p>TE: 117A-120B, 121A-124B, 125A-128B, 129A-132B, 137A-140B, 141A-144B</p>
<p>3.ATO.7 Demonstrate fluency with basic multiplication and related division facts of products and dividends through 100.</p>	<p>SE: 49-52, 77-80, 81-84, 85-88, 89-92, 93-96, 97-100, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 169-172, 173-176, 177-180, 181-184, 185-188, 189-192, 221-224, 225-228, 229-232, 233-236, 297-300, 313-316, 345-348, 349-352, 413-416, 417-420, 421-424, 561-564, 617-620, 625-628, 629-632</p> <p>TE: 49A-52B, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 297A-300B, 313A-316B, 345A-348B, 349A-352B, 413A-416B, 417A-420B, 421A-424B, 561A-564B, 617A-620B, 625A-628B, 629A-632B</p>

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<p>3.ATO.8 Solve two-step real-world problems using addition, subtraction, multiplication and division of whole numbers and having whole number answers. Represent these problems using equations with a letter for the unknown quantity.</p>	<p>SE: 149-152, 253-256, 265-268, 289-292, 297-300, 301-304, 305-308, 313-316, 317-320, 337-340, 341-344, 345-348, 349-352, 353-356, 357-360, 361-364, 381-384, 409-412, 413-416, 417-420, 421-424, 621-624</p> <p>TE: 149A-152B, 253A-256B, 265A-268B, 289A-292B, 297A-300B, 301A-304B, 305A-308B, 313A-316B, 317A-320B, 337A-340B, 341A-344B, 345A-348B, 349A-352B, 353A-356B, 357A-360B, 361A-364B, 381A-384B, 409A-412B, 413A-416B, 417A-420B, 421A-424B, 621A-624B</p>
<p>3.ATO.9 Identify a rule for an arithmetic pattern (e.g., patterns in the addition table or multiplication table).</p>	<p>SE: 41-44, 45-48, 53-56, 57-60, 81-84, 85-88, 89-92, 133-136, 169-172, 189-192, 293-296, 393-396</p> <p>TE: 41A-44B, 45A-48B, 53A-56B, 57A-60B, 81A-84B, 85A-88B, 89A-92B, 133A-136B, 169A-172B, 189A-192B, 293A-296B, 393A-396B</p>
<p>Geometry</p>	
<p>3.G.1 Understand that shapes in different categories (e.g., rhombus, rectangle, square, and other 4-sided shapes) may share attributes (e.g., 4-sided figures) and the shared attributes can define a larger category (e.g., quadrilateral). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>SE: 585-588, 589-592, 593-596, 597-600</p> <p>TE: 585A-588B, 589A-592B, 593A-596B, 597A-600B</p>
<p>3.G.2 Partition two-dimensional shapes into 2, 3, 4, 6, or 8 parts with equal areas and express the area of each part using the same unit fraction. Recognize that equal parts of identical wholes need not have the same shape.</p>	<p>SE: 437-440, 441-444, 585-588, 589-592</p> <p>TE: 437A-440B, 441A-444B, 585A-588B, 589A-592B</p>

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3.G.3 Use a right angle as a benchmark to identify and sketch acute and obtuse angles.	SE: S55-S60 Lesson SC-8 TE: S55A-S60B Lesson SC-8
3.G.4 Identify a three-dimensional shape (i.e., right rectangular prism, right triangular prism, pyramid) based on a given two-dimensional net and explain the relationship between the shape and the net.	SE: S61-S66 Lesson SC-9 TE: S61A-S66B Lesson SC-9
Measurement and Data Analysis	
3.MDA.1 Use analog and digital clocks to determine and record time to the nearest minute, using a.m. and p.m.; measure time intervals in minutes; and solve problems involving addition and subtraction of time intervals within 60 minutes.	SE: 533-536, 537-540, 541-544, 565-568 TE: 533A-536B, 537A-540B, 541A-544B, 565A-568B
3.MDA.2 Estimate and measure liquid volumes (capacity) in customary units (i.e., c., pt., qt., gal.) and metric units (mL, L) to the nearest whole unit.	SE: 545-548, 549-552, 561-564, S45-S50 Lesson SC-7 TE: 545A-548B, 549A-552B, 561A-564B, S45A-S50B Lesson SC-7
3.MDA.3 Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.	SE: 253-256, 257-260, 261-264, 265-268, 269-272, 417-420, S1-S6 Lesson SC-1 TE: 253A-256B, 257A-260B, 261A-264B, 265A-268B, 269A-272B, 417A-420B, S1A-S6B Lesson SC-1
3.MDA.4 Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units.	SE: 449-452, 457-460, 461-464 TE: 449A-452B, 457A-460B, 461A-464B

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3.MDA.5 Understand the concept of area measurement.	
a. Recognize area as an attribute of plane figures;	SE: 209-212, 213-216, 217-220, 593-596 TE: 209A-212B, 213A-216B, 217A-220B, 593A-596B
b. Measure area by building arrays and counting standard unit squares;	SE: 209-212, 213-216, 217-220 TE: 209A-212B, 213A-216B, 217A-220B
c. Determine the area of a rectilinear polygon and relate to multiplication and addition.	SE: 101-104, 221-224, 225-228, 229-232, 233-236, 597-600, 625-628, 629-632 TE: 101A-104B, 221A-224B, 225A-228B, 229A-232B, 233A-236B, 597A-600B, 625A-628B, 629A-632B
3.MDA.6 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.	SE: 613-616, 617-620, 621-624, 625-628, 629-632, 633-636 TE: 613A-616B, 617A-620B, 621A-624B, 625A-628B, 629A-632B, 633A-636B

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