A Correlation of

enVision® Mathematics

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To the

Utah Core Standards for Mathematics
Grade 3

SAVVAS

A Correlation of enVision Mathematics, ©2020
to the Utah Core Standards for Mathematics

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Utah Core Standards for Mathematics Grade 3	enVision Mathematics, ©2020 Grade 3
MATHEMATICAL PRACTICES (3.MP)	
3.MP.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. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 25–28, 41–44, 49–52, 61–64, 81–84, 89–92, 93–96, 97–100, 101–104, 117–120, 121–124, 125–128
3.MP.2 Reason abstractly and quantitatively.	**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. **Student's Edition and Teacher's Edition pages** 9–12, 21–24, 45–48, 53–56, 61–64, 93–96, 97–100, 117–120, 121–124, 125–128, 129–132, 133–136, 141–144, 145–148, 149–152

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3.MP.3 Construct viable arguments and critique the reasoning of others.	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. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 57–60, 61–64, 77–80, 101–104, 133–136, 141–144, 149–152, 173–176, 177–180, 189–192, 209–212
3.MP.4 Model with mathematics.	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. **Student's Edition and Teacher's Edition pages** 5–8, 9–12, 17–20, 21–24, 25–28, 61–64, 85–88, 93–96, 125–128, 137–140, 141–144, 181–184, 189–192, 221–224, 225–228

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3.MP.5. Use appropriate tools strategically.	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. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 49–52, 57–60, 81–84, 117–120, 181–184, 209–212, 233–236, 257–260, 317–320, 341–344, 353–356, 357–360, 381–384
3.MP.6 Attend to precision.	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. **Student's Edition and Teacher's Edition pages** 17–20, 49–52, 57–60, 77–80, 137–140, 145–148, 149–152, 169–172, 217–220, 233–236, 253–256, 61–264, 269–272, 305–308, 309–312

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3.MP.7 Look for and make use of structure.	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. **Student's Edition and Teacher's Edition pages** 13–16, 25–28, 41–44, 45–48, 53–56, 77–80, 81–84, 85–88, 89–92, 101–104, 121–124, 129–132, 137–140, 169–172, 177–180
3.MP.8 Look for and express regularity in repeated reasoning.	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. **Student's Edition and Teacher's Edition pages** 21–24, 53–56, 97–100, 101–104, 133–136, 145–148, 181–184, 185–188, 221–224, 225–228, 269–272, 293–296, 345–348, 353–356, 389–392

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Operations and Algebraic Thinking 3.OA	
Represent and solve problems involving multiplication and division.	
3.0A.1 Interpret the products of whole numbers, such as interpreting 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.	**SE:** 3, 4, 5–8, 9–12, 13–16, 25–28, Reteaching: 31–32 Sets A–C, E; 41–44, 45–48, 49–52, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 185–188, Reteaching: 197–198 Set E **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 25A–28B, Reteaching: 31–32 Sets A–C, E; 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 185A–188B, Reteaching: 197–198 Set E
3.0A.2 Interpret whole-number quotients of whole numbers. For example, interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into eight shares (partitive), or as a number of shares when 56 objects are partitioned into equal shares of eight objects each (quotative).	**SE:** 4, 17–20, 21–24, 25–28, Reteaching: 32 Sets D, E; 185–188, Reteaching: 197–198 Set E **TE:** 4–4C, 17A–20B, 21A–24B, 32, Reteaching: 25A–28B Sets D, E; 185A–188B, Reteaching: 197–198 Set E

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3.0A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. For example, use drawings and equations with a symbol for the unknown number to represent the problem. .	**SE:** 3, 4, 5–8, 9–12, 13–16, 17–20, 21–24, 25–28, Reteaching: 31–32 Sets A–E; 39–40, 41–44, 45–48, 49–52, 53–56, 57–60, 61–64, Reteaching: 67–68 Sets A–F; 76, 81–84, 85–88, 89–92, 93–96, 97–100, Reteaching: 107–108 Sets B–E; 117–120, 121–124, 125–128, 129–132, 133–136, 137–140, 141–144, 145–148, 149–152, Reteaching: 155–158 Sets A–I; 167, 168, 177–180, 181–184, 185–188, 189–192, Reteaching: 196–198 Sets C–F; 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 385–388, Reteaching: 399 Set B; 408, 561–564, Reteaching: 574 Set H; 617–620, Reteaching: 639 Set A **TE:** 3–3A, 4–4C, 5A–8B, 9A–12B, 13A–16B, 17A–20B, 21A–24B, 25A–28B, Reteaching: 31–32 Sets A–E; 39–40A, 41A–44B, 45A–48B, 49A–52B, 53A–56B, 57A–60B, 61A–64B, Reteaching: 67–68 Sets A–F; 76–76C, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, Reteaching: 107–108 Sets B–E; 117A–120B, 121A–124B, 125A–128B, 129A–132B, 133A–136B, 137A–140B, 141A–144B, 145A–148B, 149A–152B, Reteaching: 155–158 Sets A–I; 167–167A, 168–168C, 177A–180B, 181A–184B, 185A–188B, 189A–192B, 195–198, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 385A–388B, Reteaching: 399 Set B; 408–408C, 561A–564B, Reteaching: 573–574 Set H; 617A–620B, Reteaching: 639 Set A
3.0A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number—product, factor, quotient, dividend, or divisor—that makes the equation true in each of the equations 8 x ? = 48, 5 = ? ÷ 3, and 6 x 6 = ?	**SE:** 141–144, 145–148, Reteaching: Sets 157–158, G, H; 168, 221–224, Reteaching: 240 Set D **TE:** 141A–144B, 145A–148B, Reteaching: 157–158 Sets G, H; 168–168C, 221A–224B, Reteaching: 239–240 Set D

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Understand properties of multiplication and the relationship between multiplication and division.	
3.0A.5 Apply properties of operations as strategies to multiply and divide. For example: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (commutative property of multiplication). 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (associative property of multiplication). Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (distributive property). (Third grade students may, but need not, use formal terms for these properties.)	**SE:** 4, 13–16, Reteaching: 31–32 Set C; 49–52, Reteaching: 67 Set C; 75, 76, 77–80, 81–84, 85–88, 89–92, 93–96, 97–100, 101–104, Reteaching: 107–108 Sets A–F; 137–140, Reteaching: 157 Set F; 389–392, Reteaching: 400 Set C **TE:** 4-4C, 13A–16B, Reteaching: 31–32 Set C; 49A–52B, Reteaching: 67 Set C; 75–75A, 76–76C, 77A–80B, 81A–84B, 85A–88B, 89A–92B, 93A–96B, 97A–100B, 101A–104B, Reteaching: 107–108 Sets A–F; 137A–140B, Reteaching: 157–158 Set F; 389A–392B, Reteaching: 400 Set C
3.0A.6 Understand division as an unknown-factor problem. Understand the relationship between multiplication and division (multiplication and division are inverse operations). For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	**SE:** 117–120, 121–124, 125–128, 129–132, 137–140, Reteaching: 55–157 Sets A–D, F, G **TE:** 117–120, 121–124, 125–128, 129–132, 137–140, 141–144, Reteaching: 155–157 Sets A–D, F, G
Multiply and divide within 100.	
3.0A.7 Fluently multiply and divide.	**SE:** 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, Reteaching: 67-68 Sets A-F; 69-70, 77-80, 81-84, 85-88, 89-92, 93-96, 97-100, 101-104, Reteaching: 107-108 Sets A-F; 109-110, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, Reteaching: 155-158 Sets A-I; 159-162, 169-172, 173-176, 177-180, 181-184, 185-188, 189-192, 193, Reteaching 195-198 Sets A-F; 199-202, 237, 273, 321, 365, 397, 425, 469, 517, 569, 601, 673 **TE:** 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, Reteaching: 67-68 Sets A-F; 69-70A, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 101-104, Reteaching: 107-108 Sets A-F;109-110A, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, Reteaching: 155-158 Sets A-I; 159-162A, 165I-165L, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 193, Reteaching 195-198 Sets A-F; 199-202A, 199-202, 237, 273, 321, 365, 397, 425, 469, 517, 569, 601, 673

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3.0A.7.A Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. (For example, knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8.)	**SE:** 5-8, 9-12, 13-16, 17-20, 21-24, 25-28, Reteaching: 31-32 Sets A-E; 33-34, 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, Reteaching: 67-68 Sets A-F; 69-70, 77-80, 81-84, 85-88, 89-92, 93-96, 97-100, 101-104, Reteaching: 107-108 Sets A-F; 109-110, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, Reteaching: 155-158 Sets A-I; 159-162, 169-172, 173-176, 177-180, 181-184, 185-188, 189-192, 193, Reteaching 195-198 Sets A-F; 199-202, 381-384, 385-388, 389-392, 393-396, 397, Reteaching: 399-400 Sets A-D, 401-402 **TE:** 5A-8B, 9A-12B, 13A-16B, 17A-20B, 21A-24B, 25A-28B, Reteaching: 31-32 Sets A-E; 33-34A, 36C, 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, Reteaching: 67-68 Sets A-F; 69-70A, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 101-104, Reteaching: 107-108 Sets A-F;109-110A, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, Reteaching: 155-158 Sets A-I; 159-162A, 165I-165L, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 193, Reteaching 195-198 Sets A-F; 199-202A, 381A-384B, 385A-388B, 389A-392B, 393A-396B, 397, Reteaching: 399-400 Sets A-D; 401-402A

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3.0A.7.B By the end of Grade 3, know from memory all products of two one-digit numbers.	**SE:** 41-44, 45-48, 49-52, 53-56, 57-60, 61-64, Reteaching: 67-68 Sets A-F; 69-70, 77-80, 81-84, 85-88, 89-92, 93-96, 97-100, 101-104, Reteaching: 107-108 Sets A-F; 109-110, 117-120, 121-124, 125-128, 129-132, 133-136, 137-140, 141-144, 145-148, 149-152, Reteaching: 155-158 Sets A-I; 159-162, 169-172, 173-176, 177-180, 181-184, 185-188, 189-192, 193, Reteaching 195-198 Sets A-F; 199-202, 237, 273, 321, 365, 397, 425, 469, 517, 569, 601, 673 **TE:** 41A-44B, 45A-48B, 49A-52B, 53A-56B, 57A-60B, 61A-64B, Reteaching: 67-68 Sets A-F; 69-70A, 77A-80B, 81A-84B, 85A-88B, 89A-92B, 93A-96B, 97A-100B, 101-104, Reteaching: 107-108 Sets A-F;109-110A, 117A-120B, 121A-124B, 125A-128B, 129A-132B, 133A-136B, 137A-140B, 141A-144B, 145A-148B, 149A-152B, Reteaching: 155-158 Sets A-I; 159-162A, 165I-165L, 169A-172B, 173A-176B, 177A-180B, 181A-184B, 185A-188B, 189A-192B, 193, Reteaching 195-198 Sets A-F; 199-202A, 199-202, 237, 273, 321, 365, 397, 425, 469, 517, 569, 601, 673

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Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
3.0A.8 Solve two-step word problems.	**SE:** 149–152, Reteaching: 158 Set I; 168, 253–256, 265–268, Reteaching: 275–277 Sets A, C; 287– 288, 289–292, 297–300, 301–304, 305–308, 313–316, 317–320, Reteaching: 323–326 Sets A, C–E, G, H; 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 381-384, Reteaching: 399 Set A; 407, 408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, Reteaching: 639 Set B **TE:** 149A–152B, Reteaching: 157–158 Set I; 168–168C, 253A–256B, 265A–268B, Reteaching: 275–278 Sets A, C; 287–288A, 289A–292B, 297A–300B, 301A–304B, 305A–308B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C–E, G, H; 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 381A–384B, Reteaching: 399 Set A; 407–407A, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B
3.0A.8.A Solve two-step word problems using the four operations. Know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (Limit to problems posed with whole numbers and having whole number answers.)	**SE:** 149–152, Reteaching: 158 Set I; 168, 289–292, 297–300, 301–304, 313–316, 317–320, Reteaching: 323–326 Set H; 336, 337–340, 345–348,408, 409–412, 413–416, 417–420, 421–424, Reteaching: 427–428 Sets A–D; 621–624, Reteaching: 639 Set B **TE:** 149A–152B, Reteaching: 157–158 Set I; 168–168C, 289A–292B, 297A–300B, 301A–304B, 313A–316B, 317A–320B, Reteaching: 323–326 Set, H; 336–336C, 337A–340B, 345A–348B, 408–408C, 409A–412B, 413A–416B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A–D; 621A–624B, Reteaching: 639 Set B

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3.0A.8.B Represent two-step problems using equations with a letter standing for the unknown quantity. Create accurate equations to match word problems.	**SE:** 409–412, 413–416, 417–420, Reteaching: 427–428 Sets A-C **TE:** 409A–412B, 413A–416B, 417A–420B, Reteaching: 427–428 Sets A–C
3.0A.8.C Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.	**SE:** 309-312, 313-316, Reteaching: 325 Sets F, G; 341-344, 345–348, 357–360, Reteaching: 367-370 Sets B-F; 409-412, 421-424, Reteaching: 427 Set A **TE:** 309A-312B, 313A-316B, Reteaching: 325 Sets F, G; 341A-344B, 345A–348B, 357A–360B, Reteaching: 367-370 Sets B-F; 409A-412B, 421A-424B, Reteaching: 427 Set A
3.0A.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	**SE:** 41–44, 45–48, 53–56, 57–60, Reteaching: 67–68 Sets A–E; 81–84, 85–88, 89–92, Reteaching: 107–108 Sets B–D; 133–136, Reteaching: 157 Set E; 169–172, 189–192, 195–198, 293–296, Reteaching: Set B; 393–396, Reteaching: 400 Set D **TE:** 41A–44B, 45A–48B, 53A–56B, 57A–60B, Reteaching: 67–68 Sets A–E; 81A–84B, 85A–88B, 89A–92B, Reteaching: 107–108 Sets B–D; 133A–136B, Reteaching: 157–158 Set E; 169A–172B, 189A–192B, Reteaching: 195–198 Sets A, F; 293A–296B, Reteaching: 323–324 Set B; 393A–396B, Reteaching: 400 Set D

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Number and Operations in Base Ten 3.NBT	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	**SE:** 287–288, 305–308, 309–312, Reteaching: 324–325 Sets E, F; 336 **TE:** 287–288A, 305A–308B, 309A–312B, Reteaching: 323–326 Sets E, F; 336–336C
3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (Continued) **3.NBT.2** Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	**SE:** 287–288, 289–292, 297–300, 301–304, 309–312, 313–316, 317–320, Reteaching: 323–326 Sets A, C, D, F–H; 335, 336, 337–340, 341–344, 345–348, 349–352, 353–356, 357–360, 361–364, Reteaching: 367–370 Sets A–G; 408, 409–412, 417–420, 421–424, Reteaching: 427–428 Sets A, C, D; 541–544, Reteaching: 572 Set C; 621–624, Reteaching: 639 Set B **TE:** 287–288A, 289A–292B, 297A–300B, 301A–304B, 309A–312B, 313A–316B, 317A–320B, Reteaching: 323–326 Sets A, C, D, F–H; 335–335A, 336–336C, 337A–340B, 341A–344B, 345A–348B, 349A–352B, 353A–356B, 357A–360B, 361A–364B, Reteaching: 367–370 Sets A–G; 408-408C, 409A–412B, 417A–420B, 421A–424B, Reteaching: 427–428 Sets A, C, D; 541A–544B, Reteaching: 572 Set C; 621A–624B, Reteaching: 639 Set B
3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (for example, 9 x 80 and 5 x 60) using strategies based on place value and properties of operations.	**SE:** 379–380, 381–384, 385–388, 389–392, 393–396, Reteaching: 399–400 Sets A–D **TE:** 379–380A, 381A–384B, 385A–388B, 389A–392B, 393A–396B, Reteaching: 399–400 Sets A–D

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Number and Operations—Fractions 3.NF	
Develop understanding of fractions as numbers.	
3.NF.1 Understand that a unit fraction has a numerator of one and a non-zero denominator.	**SE:** 437–440, 441–444, 445–448, 449-452, 453-456, 465–468, Reteaching: 471–474 Sets A–E, H; 484 **TE:** 437A–440B, 441A–444B, 445A–448B, 449A-452B, 453A-456, 465A–468B, Reteaching: 471–474 Sets A–E, H; 484–484C
3.NF.1.A Understand a fraction 1/b as the quantity formed by one part when a whole is partitioned into b equal parts.	**SE:** 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 485–488, 489–492, Reteaching: 519-522 Sets A, B; 585-588, 589-592 **TE:** 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 485A–488B, 489A–492B, Reteaching: 519-522 Sets A, B; 585A-585B, 589A-592B
3.NF.1.B Understand a fraction a/b as the quantity formed by a parts of size 1/b. For example: 1/4 + 1/4 + 1/4 = 3/4.	**SE:** 441-444, 445-448, 449-452, 465-468, Reteaching: 471-472 Sets B, C **TE:** 441A-444B, 445A-448B, 449A-452B, 465A-468B, Reteaching: 471-472 Sets B, C
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.	**SE:** 435-436, 437–440, 441–444, 445–448, 465–468, Reteaching: 471–474 Sets A–C, H; 484, 585–588, 589–592, Reteaching: , 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, 445A–448B, 465A–468B, Reteaching: 471–474 Sets A–C, H; 484–484C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B
3.NF.2.A Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	**SE:** 435–436, 449–452, 453–456, 457–460, 461–464, Reteaching: 472–474 Sets D–G **TE:** 435–436A, 449A–452B, 453A–456B, 457A–460B, 461A–464B, Reteaching: 471–474 Sets D–G

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3.NF.2.B Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	**SE:** 449–452, 453–456, 457–460, 461–464, Reteaching: 472–474 Sets D–G **TE:** 449A–452B, 453A–456B, 457A–460B, 461A–464B, Reteaching: 471–474 Sets D–G
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	**SE:** 483, 484, 485–488, 489–492, 493–496, 497–500, 501–504, 505–508, 509–512, 513–516, Reteaching: 519–522 Sets A-H **TE:** 483-483A, 484-484C, 485A–488B, 489A–492B, 493A–496B, 497A–500B, 501A–504B, 505A–508B, 509A–512B, 513A–516B, Reteaching: 519–522 Sets A-H
3.NF.3.A Understand two fractions as equivalent if they are the same size, or the same point on a number line.	**SE:** 483, 484, 485–488, 489–492, 505–508, 509–512, Reteaching: 519–522 Sets A, B, F, G **TE:** 483-483A, 484-484C, 485A–488B, 489A–492B, 505A–508B, 509A–512B, Reteaching: 519–522 Sets A, B, F, G
3.NF.3.B Recognize and generate simple equivalent fractions, such as 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent by using a visual fraction model, for example.	**SE:** 483, 485–488, 489–492, 513–516, Reteaching: 519–522 Sets A, B, H **TE:** 483–483A, 485A–488B, 489A–492B, 513A–516B, Reteaching: 519–522 Sets A, B, H
3.NF.3.C Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	**SE:** 445–448, Reteaching: 472 Set C; 484, 509–512, Reteaching: 522 Set G **TE:** 445A–448B, Reteaching: 471–472 Set C; 484–484C, 509A–512B, Reteaching: 521–522 Set G
3.NF.3.D Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**SE:** 483, 493–496, 497–500, 501–504, 513–516, Reteaching: 520–522 Sets C–E, H **TE:** 483–483A, 493A–496B, 497A–500B, 501A–504B, 513A–516B, Reteaching: 519–522 Sets C–E, H

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Measurement and Data 3.MD	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
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, for example, by representing the problem on a number line diagram.*	**SE:** 531–532, 533–536, 537–540, 541–544, 565–568, Reteaching: 571–574 Sets A–C, I **TE:** 531–532A, 533A–536B, 537A–540B, 541A–544B, 565A–568B, Reteaching: 571–574 Sets A–C, I
3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). (Excludes compound units such as cubic centimeters [cc or cm3] and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses of objects or volumes of liquids that are given in the same units, for example, by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems.)	**SE:** 309–312, Reteaching: 325 Set F; 531–532, 545–548, 549–552, 553–556, 557–560, 561–564, Reteaching: 572–574 Sets D–H **TE:** 309A–312B, Reteaching: 325–326 Set F; 531–532A, 545A–548B, 549A–552B, 553A–556B, 557A–560B, 561A–564B, Reteaching: 571–574 Sets D–H
Represent and interpret data.	
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 five pets.	**SE:** 251, 252, 253–256, 257–260, 261–264, 265–268, 269–272, Reteaching: 275–278 Sets A–D; 417–420, Reteaching: 428 Set C **TE:** 251–251A, 252–252C, 253A–256B, 257A–260B, 261A–264B, 265A–268B, 269A–272B, Reteaching: 275–278 Sets A–D; 417A–420B, Reteaching: 428, Set C
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.	**SE:** 435–436, 457–460, 461–464, Reteaching: 473–474 Sets F, G **TE:** 435–436A, 457A–460B, 461A–464B, Reteaching: 473–474 Sets F, G

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Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	**SE:** 252 **TE:** 252-252C
3.MD.5.A A square with side length one unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	**SE:** 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C **TE:** 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
3.MD.5.B A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	**SE:** 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C; 593–596, Reteaching: 604 Set C **TE:** 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C; 593A–596B, Reteaching: 604 Set C
3.MD.6 Measure area by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).	**SE:** 207–208, 209–212, 213–216, 217–220, Reteaching: 239–240 Sets A–C **TE:** 207–208A, 209A–212B, 213A–216B, 217A–220B, Reteaching: 239–240 Sets A–C
3.MD.7 Relate area to the operations of multiplication and addition (refer to 3.OA.5).	**SE:** 101–104, Reteaching: 108 Set F; 252 **TE:** 101A–104B, Reteaching: 108 Set F; 252–252C
3.MD.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**SE:** 221–224, 233–236, Reteaching: 242 Set G **TE:** 221A–224B, 233A–236B, Reteaching: 241–242 Set G
3.MD.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole number products as rectangular areas in mathematical reasoning.	**SE:** 221–224, 233–236, Reteaching: 242 Set G; 597–600, Reteaching: 604 Set D; 625–628, 629–632, Reteaching: 640 Set C **TE:** 221A–224B, 233A–236B, Reteaching: 241–242 Set G; 597A–600B, Reteaching: 604 Set D; 625A–628B, 629A–632B, Reteaching: 640 Set C

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3.MD.7.C Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.	**SE:** 225-228, Reteaching: 241 Set E **TE:** 225A-228B, Reteaching: 241 Set E
3.MD.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	**SE:** 229–232, 233–236, Reteaching: 242 Sets F–G **TE:** 229A–232B, 233A–236B, Reteaching: 241–242 Sets F–G
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
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.	**SE:** 611–612, 613–616, 617–620, 621–624, 625–628, 629–632, 633–636, Reteaching: 639–640 Sets A–D **TE:** 611–612A, 613A–616B, 617A–620B, 621A–624B, 625A–628B, 629A–632B, 633A–636B, Reteaching: Sets A–D
Geometry 3.G	
Reason with shapes and their attributes.	
3.GA.1 Understand that shapes in different categories (for example, rhombuses, rectangles, and others) may share attributes (for example, having four sides), and that the shared attributes can define a larger category (for example, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	**SE:** 583, 584, 585–588, 589–592, 593–596, 597–600, Reteaching: 603–604 Sets A–D **TE:** 583–583A, 584–584C, 585A–588B, 589A–592B, 593A–596B, 597A–600B, Reteaching: 603–604 Sets A–D
3.GA.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into four parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	**SE:** 435–436, 437–440, 441–444, Reteaching: 471 Sets A, B; 584, 585–588, 589–592, Reteaching: 603 Sets A, B **TE:** 435–436A, 437A–440B, 441A–444B, Reteaching: 471–472 Sets A, B; 584–584C, 585A–588B, 589A–592B, Reteaching: 603 Sets A, B