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Arkansas Mathematics Curriculum Framework 2016 Grade 3

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Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
AR.Math.Content.3.OA	Operations and Algebraic Thinking		
AR.Math.Content.3.OA.A	Represent and solve problems involving multiplication and division.		
AR.Math.Content.3.OA.A.1	Interpret products of whole numbers (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each).	Multiplication and Division Targeted Lesson 2: Equal Groups in Context	
		Multiplication and Division Targeted Lesson 1: Multiplication as Equal Groups	
AR.Math.Content.3.OA.A.2	Interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).	Share a set of objects equally to show a division problem (6, 7, 10, or 12 objects).	SMMA_LO_01663
AR.Math.Content.3.OA.A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Solve a division problem in context (remainder).	SMMA_LO_01616
		Use partial sums and arrays to solve a two-digit by a one-digit multiplication problem.	SMMA_LO_01716
		Make a picture to solve a division problem (math facts).	SMMA_LO_01238

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		Solve a division problem in context by rounding the quotient to the next whole number (model shown).	SMMA_LO_01573
		Solve a multiplication problem in context with extra information.	SMMA_LO_01589
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Multiplication and Division Targeted Lesson 13: Multiplication and Division	
		Find the missing exponent in a multiplication or division number sentence.	SMMA_LO_01111
		Make a picture to solve a quotative division problem (dividends to 20).	SMMA_LO_01565
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00840
		Multiplication and Division Targeted Lesson 8: Representing Division	
		Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Identify the method to solve a division problem with extra information.	SMMA_LO_01268
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Add two addends (student choice, two-digit addends, sums 30 to 98, regrouping ones).	SMMA_LO_00067

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		Identify a reasonable answer for a division problem.	SMMA_LO_00246
		Solve a multiplication problem in context (repeated addition feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01578
		Multiplication and Division Targeted Lesson 9: Another Kind of Division	
		Identify equivalent arrays with different factors (two-digit factors).	SMMA_LO_01733
		Multiplication and Division Targeted Lesson 14: More Multiplication and Division Word Problems	
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00820
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Solve a multiplication problem in context (one-, two-, and three-digit factors).	SMMA_LO_01604
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00880
		Solve a one-step division problem (math facts 2 ÷ 2 to 9 ÷ 9).	SMMA_LO_01600
		Solve a multiplication problem in context (counting feedback, products 2 x 2 to 5 x 5).	SMMA_LO_01572
		Multiplication and Division Targeted Lesson 2: Equal Groups in Context	
		Identify the method to solve a multiplication problem with extra information.	SMMA_LO_01267

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		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
		Identify the expression that represents a division problem in context; then solve the problem (dividends 12 to 81).	SMMA_LO_01605
AR.Math.Content.3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	Find the missing dividend or divisor (combinations 2 x 13 to 5 x 19).	SMMA_LO_00309
		Find the missing factor (products to 5 x 5).	SMMA_LO_00858
		Find the missing factor (products 6 x 1 to 9 x 5).	SMMA_LO_00866
		Solve for c in a x b = c (products 1 x 2 to 5 x 9).	SMMA_LO_00346
		Find the missing factor (products to 5 x 5).	SMMA_LO_00856
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00873
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00862
		Find the missing factor (products 1 x 6 to 9 x 5).	SMMA_LO_00864
		Find the missing factor (products 2 x 2 to 12 x 12).	SMMA_LO_00881
		Find the missing dividend or divisor (combinations 4 x 4 to 7 x 7, no remainder).	SMMA_LO_00285
		Find the missing factor (products 1 x 6 to 5 x 9).	SMMA_LO_00860
		Find the missing factor (products 20 x 11 to 90 x 99, multiples of 10).	SMMA_LO_00891
		Find the quotient (dividends 6 ÷ 6 to 9 ÷ 9).	SMMA_LO_00349
		Find the missing factor (products 6 x 6 to 9 x 9).	SMMA_LO_00877
		Solve for c in a x b = c (products 6 x 2 to 9 x 12).	SMMA_LO_00353

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AR.Math.Content.3.OA.B	Understand properties of multiplication and the relationship between multiplication and division.		
AR.Math.Content.3.OA.B.5	Apply properties of operations as strategies to multiply and divide. Note: Students are not required to use formal terms for these properties.	Apply properties of operations to add two linear expressions.	SMMA_LO_02149
AR.Math.Content.3.OA.B.6	Understand division as an unknown-factor problem.	Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
AR.Math.Content.3.OA.C	Multiply and divide within 100.		
AR.Math.Content.3.OA.C.7a	Using computational fluency, multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations.	Find the missing dividend or divisor (combinations 20 _ 20 to 90 _ 90).	SMMA_LO_00303
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00830
		Estimate the missing factor in a number sentence (round to the nearest ten, products 2,010 to 81,090).	SMMA_LO_00913
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00460

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		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00630
		Practice division using basic facts; dividend, divisor less than or equal to 20.	SMMA_SG_00670
		Practice division using basic facts; dividend, divisor less than or equal to 30.	SMMA_SG_00740
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00500
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00540
		Make a picture to solve a division problem (math facts).	SMMA_LO_01238
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Make a picture to solve a partitive division problem (dividends to 20).	SMMA_LO_01564
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Make a picture to solve a quotative division problem (dividends to 20).	SMMA_LO_01565
		Multiplication and Division Targeted Lesson 33: Relating Division to Multiplication	
		Find the quotient of b divided by a (combinations 6 x 13 to 9 x 19).	SMMA_LO_00312
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00840
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00680

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		Finding the missing dividend or divisor (combinations 6 x 13 to 9 x 19).	SMMA_LO_00310
		Compare products (products 2 x 2 to 9 x 9).	SMMA_LO_00350
		Practice division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00770
		Complete fact families with four facts (products 2 x 3 to 8 x 9).	SMMA_LO_00344
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00510
		Divide (combinations 5 x 9 to 6 x 12, no remainder).	SMMA_LO_00288
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00550
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00890
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00450
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00570
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00660
		Practice division using basic facts; dividend, divisor less than or equal to 30.	SMMA_SG_00720

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		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00870
		Find the missing dividend or divisor in a number sentence (combinations 7 x 13 to 9 x 19, all signs).	SMMA_LO_00320
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Practice division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00780
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00580
		Divide using basic facts (combinations 2 x 6 to 9 x 5).	SMMA_LO_00282
		Divide (combinations 6 x 6 to 9 x 9, no remainder).	SMMA_LO_00284
		Find the missing factor and quotient in two related number sentences (products 0.2 x 2 to 0.9 x 5).	SMMA_LO_00219
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00860
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00820
		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868

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		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Practice division using basic facts; dividend, divisor less than or equal to 20.	SMMA_SG_00620
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00490
		Represent a division problem as an unknown-factor problem; then find the missing factor.	SMMA_LO_02039
		Practice division using basic facts; dividend, divisor less than or equal to 100.	SMMA_SG_00880
		Solve a one-step division problem (math facts 2 ÷ 2 to 9 ÷ 9).	SMMA_LO_01600
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Practice division using basic facts; dividend, divisor less than or equal to 50.	SMMA_SG_00810
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Divide using basic facts (combinations to 5 x 5).	SMMA_LO_00280
		Practice division using basic facts; dividend, divisor less than or equal to 30.	SMMA_SG_00730
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00520
		Practice division using basic facts; dividend, divisor less than or equal to 20.	SMMA_SG_00600
		Divide (combinations 2 x 10 to 5 x 12, no remainder).	SMMA_LO_00286

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		Identify a picture that represents a division problem (math facts).	SMMA_LO_01245
AR.Math.Content.3.OA.C.7b	By the end of Grade 3, automatically (fact fluency) recall all products of two one-digit numbers. Note: Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies.	Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00790
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00830
		Identify a picture that represents a multiplication problem (basic facts).	SMMA_LO_01246
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00460
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00630
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00500
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00540
		Multiply two one-digit numbers (products 6 x 2 to 9 x 5).	SMMA_LO_00865
		Multiply whole numbers (products to 5 x 5).	SMMA_LO_00855
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00680
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00510

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		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00550
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00890
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00450
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00760
		Multiply two one-digit numbers (products 1 x 6 to 5 x 9).	SMMA_LO_00863
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00570
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00660
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00870
		Make a picture to solve a multiplication problem (basic facts).	SMMA_LO_01237
		Multiply two one-digit numbers (displayed horizontally (products 1 x 6 to 5 x 9).	SMMA_LO_00859
		Practice multiplication using basic facts; products less than or equal to 50.	SMMA_SG_00580
		Multiply two one-digit numbers (products 1 x 2 to 5 x 5).	SMMA_LO_00861
		Practice multiplication using basic facts; products less than or equal to 144.	SMMA_SG_00860

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		Multiply two one-digit numbers displayed horizontally (products 6 x 6 to 9 x 9).	SMMA_LO_00868
		Practice multiplication using basic facts; products less than or equal to 100.	SMMA_SG_00750
		Practice multiplication using basic facts; products less than or equal to 12.	SMMA_SG_00490
		Multiply two one-digit numbers (products 6 x 6 to 9 x 9).	SMMA_LO_00867
		Multiply two one-digit numbers (products 6 x 1 to 9 x 5).	SMMA_LO_00857
		Practice multiplication using basic facts; products less than or equal to 30.	SMMA_SG_00520
AR.Math.Content.3.OA.D	Solve problems involving the four operations, and identify and explain patterns in arithmetic		
AR.Math.Content.3.OA.D.8	Solve two-step word problems using the four operations, and be able to: Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in conventional order when there are no parentheses to specify a particular order (Order of Operations).		
AR.Math.Content.3.OA.D.8.a	Represent these problems using equations with a letter standing for unknown quantity	Choose a method to solve a two-step problem.	SMMA_LO_01289
		Work backward to solve a two-step problem.	SMMA_LO_01288

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AR.Math.Content.3.OA.D.8.b	Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Estimate the product by rounding the second factor. (two-digit number to the nearest 10)	SMMA_LO_01603
		Estimate the sum, difference, product or quotient to solve a problem in context (round to the nearest thousand).	SMMA_LO_01109
		Estimate the product by rounding each factor (a two-digit number by a three-digit number)	SMMA_LO_01622
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01621
		Estimate the difference of 2 four-digit numbers by rounding each to the nearest thousand.	SMMA_LO_01614
		Estimate the total cost of four items by rounding to the nearest dollar (sums to $15.00).	SMMA_LO_01591
		Determine the reasonableness of a sum or difference (two- and three-digit numbers).	SMMA_LO_01259
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01675
		Identify the most reasonable quantity for a context (order of magnitude differs).	SMMA_LO_01586
AR.Math.Content.3.OA.D.9	Identify arithmetic patterns (including, but not limited to, patterns in the addition table or multiplication table), and explain them using properties of operations.	Find the missing two-digit number in a sequence of odd or even numbers.	SMMA_LO_01002
		Look for a pattern to solve a problem.	SMMA_LO_01276
		Match patterns of geometric figures.	SMMA_LO_00539

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		Identify a two-step expression to describe the pattern generated by a table (input = 100).	SMMA_LO_01752
		Identify an expression to describe the pattern generated by a table.	SMMA_LO_01742
		Identify the missing geometric figure in a 1-2-1-2 pattern.	SMMA_LO_00591
		Identify a two-step expression to describe the pattern generated by a table (input = 1000).	SMMA_LO_01753
		Identify the missing picture in a 1-2-3-1-2-3 pattern.	SMMA_LO_00607
AR.Math.Content.3.NBT	Number and Operations in Base Ten		
AR.Math.Content.3.NBT.A	Represent and solve problems involving multiplication and division.		
AR.Math.Content.3.NBT.A.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	Estimate the product by rounding the second factor. (two-digit number to the nearest 10)	SMMA_LO_01603
		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01621
		Round a two-digit number to the nearest ten.	SMMA_LO_01649
		Round a two-digit number to the nearest ten (hundreds chart).	SMMA_LO_01648
		Estimate the sum by rounding to the nearest 10 (two-digit addends).	SMMA_LO_01615
		Round a three-digit number to the nearest hundred.	SMMA_LO_01652
		Addition and Subtraction Targeted Lesson 25: Rounding to the Nearest 10 or 100	
		Estimate the sum or difference in a money problem by rounding to the nearest 10 (two-digit sums and differences).	SMMA_LO_01580

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		Estimate the sum by rounding to the nearest hundred (three-digit addends).	SMMA_LO_01675
		Round a three-digit number to the nearest hundred.	SMMA_LO_01036
		Round a three-digit number to the nearest hundred.	SMMA_LO_01651
		Round a two-digit number to the nearest ten.	SMMA_LO_01028
		Round two-digit numbers to the nearest ten.	SMMA_LO_01647
		Round a three-digit number to the nearest hundred.	SMMA_LO_01650
		Round a three- to five-digit number to the nearest hundred.	SMMA_LO_01081
		Round a two-digit or three-digit number to the nearest ten.	SMMA_LO_01059
		Identify the best estimate for a sum of two numbers (two-digit addends, round to the nearest 10).	SMMA_LO_01052
AR.Math.Content.3.NBT.A.2	Using computational fluency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract using basic math facts (student choice, minuends 16 to 19, subtrahends 1 to 9).	SMMA_LO_01433
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00220
		Complete fact families with four facts (sums 3 to 10).	SMMA_LO_00322
		Subtract using basic math facts (minuends 11 to 18, subtrahends 1 to 9).	SMMA_LO_01436

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00240
		Add two numbers presented in words using basic math facts (sums 1 to 18).	SMMA_LO_00024
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00390
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00310
		Subtract vertically (minuends 11 to 19, subtrahends 1 to 9, no regrouping).	SMMA_LO_01445
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00300
		Add two addends (sums 6 to 10).	SMMA_LO_00012
		Subtract two-digit numbers with regrouping (vertical presentation).	SMMA_LO_01463
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00370
		Subtract using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01434
		Subtract using basic math facts (minuends 2 to 10).	SMMA_LO_01413
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00042
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00440
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00210
		Add two addends vertically (sums 10 to 18).	SMMA_LO_00041

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00380
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00320
		Add using basic math facts displayed horizontally (sums 6 to 10).	SMMA_LO_00013
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00290
		Create a fact family (addition and subtraction).	SMMA_LO_01857
		Subtract using basic math facts displayed horizontally (minuends 10 to 14, subtrahends 1 to 9).	SMMA_LO_01429
		Subtract a one-digit number from a two-digit number displayed horizontally (minuends 11 to 19, subtrahends 1 to 9).	SMMA_LO_01443
		Add using basic math facts displayed horizontally (sums 2 to 5).	SMMA_LO_00011
		Subtract using basic math facts displayed horizontally (minuends 0 to 5).	SMMA_LO_01415
		Act out the problem to find the sum (basic facts).	SMMA_LO_01241
		Add vertically using basic math facts (sums 11 to 18).	SMMA_LO_00022
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00650
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00200

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00400
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00470
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00690
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00270
		Subtract vertically using basic math facts (minuends 15 to 18, subtrahends 6 to 9).	SMMA_LO_01444
		Practice addition using basic facts; sums less than or equal to 20.	SMMA_SG_00410
		Add using basic math facts displayed horizontally (sums 10 to 18).	SMMA_LO_00023
		Subtract 1 from a number (two-digit minuends, no regrouping, presented vertically).	SMMA_LO_01427
		Practice addition using basic facts; sums less than or equal to 10.	SMMA_SG_00250
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00360
		Add using basic math facts (sums 1 to 5).	SMMA_LO_00010
		Subtract a multiple of 10 from a 2-digit number (minuends 11-99, vertical presentation).	SMMA_LO_01452
		Practice addition using basic facts; sums less than or equal to 15.	SMMA_SG_00340
		Subtract using basic math facts (minuends 0 to 5).	SMMA_LO_01416

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		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 10.	SMMA_SG_00230
		Subtract a number from 10 (subtrahends 1 to 9).	SMMA_LO_01424
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00480
		Subtract using basic math facts (minuends 11 to 19, subtrahends 1 to 8).	SMMA_LO_01435
		Add using basic math facts (addends 0 to 5, sums 1 to 5).	SMMA_LO_00014
		Practice subtraction using basic facts; minuends, subtrahends less than or equal to 12.	SMMA_SG_00560
		Subtract using basic math facts displayed horizontally (minuends 6 to 9).	SMMA_LO_01417
		Subtract using basic math facts (minuends 1 to 9).	SMMA_LO_01419
		Subtract using basic math facts (minuends 6 to 9).	SMMA_LO_01418
AR.Math.Content.3.NBT.A.3	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Multiplication and Division Targeted Lesson 22: Solving Problems with Multiples of 10 and 10	
		Multiply whole numbers (student choice, 2-digit multiple of 10 x 1-digit, products 20 x 2 to 90 x 9).	SMMA_LO_00878
		Use place value to determine the number that is 10 or 100 more or less than a given number.	SMMA_LO_02186

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		Multiplication and Division Targeted Lesson 20: Using Equations to Multiply Tens	
		Multiplication and Division Targeted Lesson 18: How Much Is 15 Tens?	
		Multiplication and Division Targeted Lesson 17: Multiplying by Multiples of Ten	
		Multiplication and Division Targeted Lesson 21: Times Tens Concentration	
		Multiply by a multiple of 10 (student choice, 10,000 x 20 to 99,999 x 90).	SMMA_LO_00908
		Multiply a three-digit number by a one-digit number (student choice, products 100 x 2 to 990 x 9, multiples of 10).	SMMA_LO_00882
		Multiply whole numbers (products 2 x 20 to 90 x 9, multiples of 10).	SMMA_LO_00885
		Multiplication and Division Targeted Lesson 19: How Many Tens?	
AR.Math.Content.3.NBT.A.5	Read and write numbers to 10,000 using base-ten numerals, number names, and expanded form(s).	Enter the number shown (5 to 9).	SMMA_LO_00002
		Enter the number for a word name (1000 to 9999).	SMMA_LO_01065
		Enter the number shown (1 to 9).	SMMA_LO_00942
		Enter the number shown (1 to 5).	SMMA_LO_00932
		Enter the number for a word name (two-digit).	SMMA_LO_01001
		Identify a word name for a four-, five- or six-digit numbers.	SMMA_LO_01043

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Addition and Subtraction Targeted Lesson 29: Place Value of Numbers Up to Six Digits	
		Enter the number equal to a given number of ones and tens (0 to 9 tens, 1 to 9 ones).	SMMA_LO_00979
		Enter the number of ones equal to number 1 to 9.	SMMA_LO_00973
		Enter the number for a word name (100 to 999).	SMMA_LO_01042
		Enter the number shown (0 to 4).	SMMA_LO_00001
AR.Math.Content.3.NBT.A.6	Compare two four-digit numbers based on meanings of thousands, hundreds, tens, and ones digits using symbols (<, >, =) to record the results of comparisons.	Addition and Subtraction Targeted Lesson 30: Rounding and Comparing Numbers Through Hundred Thousands	
		Compare two whole numbers (three to seven-digit numbers).	SMMA_LO_01711
		Addition and Subtraction Targeted Lesson 27: Comparing Numbers to 100	
		Addition and Subtraction Targeted Lesson 28: Comparing Numbers to 1,000	
AR.Math.Content.3.NF	Number and Operations-Fractions Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.		
AR.Math.Content.3.NF.A	Develop understanding of fractions as numbers.		
AR.Math.Content.3.NF.A.1a	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts.	Count the fractional parts and total number of parts in a set (halves, thirds, fourths).	SMMA_LO_00412
		Use concrete models to count fractional parts beyond one whole.	SMMA_LO_02184

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Enter the fraction representing the shaded amount (halves to eighths).	SMMA_LO_00422
		Identify the figure showing a fraction of a region shaded (halves to eighths).	SMMA_LO_00420
		Identify a fraction representing the shaded part (halves to eighths).	SMMA_LO_00421
		Compose and decompose a fraction a/b as a sum of parts 1/b.	SMMA_LO_02189
		Describe fractions in terms of the number of parts in a whole and the relative size of those parts (e.g., larger, smaller).	SMMA_LO_02137
AR.Math.Content.3.NF.A.1b	Understand a fraction a/b as the quantity formed by a parts of size 1/b.	Model a fraction a/b by filling in a out of b sections in a fraction model.	SMMA_LO_02034
		Use concrete models to count fractional parts beyond one whole.	SMMA_LO_02184
		Compose and decompose a fraction a/b as a sum of parts 1/b.	SMMA_LO_02189
AR.Math.Content.3.NF.A.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.		
AR.Math.Content.3.NF.A.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.	Fractions and Decimals Targeted Lesson 3: Unit Fractions	

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Fractions and Decimals Targeted Lesson 13: Fractions and Mixed Numbers	
		Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	
		Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	SMMA_LO_02190
		Fractions and Decimals Targeted Lesson 16: Subtracting Fractions with Like Denominators	
		Fractions and Decimals Targeted Lesson 4: Fractions Using Number Lines	
		Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	SMMA_LO_00431
AR.Math.Content.3.NF.A.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.	Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Fractions and Decimals Targeted Lesson 13: Fractions and Mixed Numbers	
		Fractions and Decimals Targeted Lesson 1: Identifying Fractions Using Sets	
		Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Enter the missing fraction on a number line (halves to eighths).	SMMA_LO_00430
		Represent fractions of halves, fourths, and eighths as distances from zero on a number line.	SMMA_LO_02190
		Fractions and Decimals Targeted Lesson 16: Subtracting Fractions with Like Denominators	
		Represent a unit fraction 1/b by partitioning a number line and then finding 1/b on it.	SMMA_LO_02148
		Fractions and Decimals Targeted Lesson 4: Fractions Using Number Lines	
		Identify a fraction for a given point on a number line divided into tenths, twelfths, or sixteenths.	SMMA_LO_00431
AR.Math.Content.3.NF.A.3	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size.		
AR.Math.Content.3.NF.A.3.a	Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.	Fractions and Decimals Targeted Lesson 8: Equivalent Fraction Linear Models	
		Identify the figures with the equivalent fractional parts shaded.	SMMA_LO_00483
		Identify the fraction equivalent to the given fraction.	SMMA_LO_01793
		Fractions and Decimals Targeted Lesson 7: Equivalent Fraction Set Models	
		Model equivalent fractions; identify equivalent fractions on a number line.	SMMA_LO_02035
		Fractions and Decimals Targeted Lesson 6: Equivalent Fraction Area Models	

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
AR.Math.Content.3.NF.A.3.b	Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model).	Use a model to compare two fractions (halves to eighths, unlike denominators).	SMMA_LO_00429
		Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Generate a table of equivalent fractions for a fraction not in simplest form.	SMMA_LO_01792
		Using models, compare fractions (unlike denominators, halves to sixteenths).	SMMA_LO_00436
		Generate a table of equivalent fractions for a fraction in simplest form.	SMMA_LO_01791
		Determine the equivalent fractions using the least common denominator of two given fractions.	SMMA_LO_00494
		Identify the fraction equivalent to the given fraction.	SMMA_LO_01793
		Find an equivalent fraction of a simplified fraction (simplified fractions 1/2 to 8/9).	SMMA_LO_00457
		Fractions and Decimals Targeted Lesson 7: Equivalent Fraction Set Models	
		Fractions and Decimals Targeted Lesson 5: Fractions Using Models	
		Identify two equivalent fractions for 1/2.	SMMA_LO_01708
		Using models, compare fractions (unlike denominators, numerators equal to one, halves to sixteenths).	SMMA_LO_00435

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Use fraction models to relate a fraction to a whole number times a unit fraction. Then, write an equation for this relationship.	SMMA_LO_02005
		Fractions and Decimals Targeted Lesson 6: Equivalent Fraction Area Models	
		Find three equivalent fractions (simplified fractions 1/2 to 8/9).	SMMA_LO_00458
		Using models, compare fractions (unlike denominators, halves to eighths).	SMMA_LO_00438
		Find the missing numerator or denominator in an equivalent fraction (simplified fractions 1/2 to 3/4).	SMMA_LO_00451
AR.Math.Content.3.NF.A.3.c	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. (e.g., 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.)	Find a fraction equal to 1 (halves to eighths).	SMMA_LO_00427
		Fractions and Decimals Targeted Lesson 9: Whole Number Fractions	
		Using a model, rewrite a whole number as a fraction (halves to eighths).	SMMA_LO_00443

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
AR.Math.Content.3.NF.A.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 symbols (>, =, <) and justify the conclusions (e.g., by using a visual fraction model).	Compare fractions and recognize equivalent fractions to help decide if the bee population is getting shorter.	SMMA_LO_02502
		Identify the figures with the equivalent fractional parts shaded.	SMMA_LO_00483
		Fractions and Decimals Targeted Lesson 10: Comparing Fractions	
		Using a number line, compare fractions (like denominators, halves to sixteenths).	SMMA_LO_00434
		Add and subtract mixed numbers to help a botanist compare the growth rates of plants in an experiment.	SMMA_LO_02504
		Fractions and Decimals Targeted Lesson 11: More Comparing Fractions	
		Compare fractions (like denominators, thirds to sixteenths).	SMMA_LO_00447
AR.Math.Content.3.MD	Measurement and Data		
AR.Math.Content.3.MD.A	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
AR.Math.Content.3.MD.A.1a	Tell time using the terms quarter and half as related to the hour. (e.g., quarter-past 3:00, half-past 4:00, and quarter till 3:00)	Find a fraction of an hour in minutes (1/4, 1/3, 1/2, 2/3, or 3/4 hour).	SMMA_LO_00817

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Match digital times with descriptions (e.g., quarter to or quarter past).	SMMA_LO_00806
		Tell time to the half-hour using an analog clock.	SMMA_LO_00724
AR.Math.Content.3.MD.A.1b	Tell and write time to the nearest minute and measure time intervals in minutes.	Set the digital clock to match the time on the analog clock to the exact minute.	SMMA_LO_01670
		Show time to the minute using digital and analog clocks.	SMMA_LO_00771
AR.Math.Content.3.MD.A.1c	Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)	Solve time and distance problems (whole numbers).	SMMA_LO_00842
		Compare the difference of two times to a given time (1 to 24 hours, across 12 o'clock).	SMMA_LO_00155
		Solve a problem by identifying the time 1 to 2 hours after a given time (not crossing 12 o'clock).	SMMA_LO_01547
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_00775
		Find the time one to five hours before or after a given time (not crossing 12 o'clock).	SMMA_LO_00153
		Find the time one to twelve hours and ten to fifty-five minutes from a starting time.	SMMA_LO_00175
		Find the time one to five hours before or after a given time (across 12 o'clock).	SMMA_LO_00162
		Show time 1 to 11 hours and 5 to 55 minutes before or after the time shown (analog and digital clocks).	SMMA_LO_02155

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		Given the ending time and the elapsed time, find the starting time.	SMMA_LO_01613
AR.Math.Content.3.MD.A.2a	Measure and estimate liquid volumes and masses of objects using standard units such as: grams (g), kilograms (kg), liters (l), gallons (gal), quarts (qt), pints (pt), and cups (c).	Identify the reasonable mass for an object (grams, kilograms, and milligrams).	SMMA_LO_00807
		Identify the reasonable capacity of an object (milliliters and liters).	SMMA_LO_00811
		Identify the reasonable customary capacity of an object (cups, pints, quarts, and gallons).	SMMA_LO_00794
		Identify the reasonable weight of an object (ounces, pounds, and tons).	SMMA_LO_00787
AR.Math.Content.3.MD.A.2b	Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem).	Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	
		Read weights from a chart; choose two weights that equal a given total (sums to 1,500).	SMMA_LO_01301
		Find the number of grams that represents a percentage of the total weight (whole numbers).	SMMA_LO_01636

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AR.Math.Content.3.MD.B	Represent and interpret data.		
AR.Math.Content.3.MD.B.3a	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (e.g., Draw a bar graph in which each square in the bar graph might represent 5 pets.)	Read and interpret a pictograph with a scale of 2, 5 or 10.	SMMA_LO_01158
		Construct a horizontal bar graph based on data from a vertical bar graph.	SMMA_LO_01150
		Read and interpret a pictograph about birds counted (2 to 5 birds in each row).	SMMA_LO_01299
		Use data from a bar graph and equations that represent the situation to find how many snacks are needed for Fitness Day	SMMA_LO_02500
		Identify the table that represents the data in a vertical bar graph.	SMMA_LO_01136
		Create a bar graph using data from a chart of values.	SMMA_LO_01696
		Read and interpret data about tree growth from a bar graph.	SMMA_LO_01302
		Measure the amount of rainfall for the week; then complete the chart and determine the total amount of rainfall for the month.	SMMA_LO_01327
		Construct a vertical bar graph based on data from a horizontal bar graph.	SMMA_LO_01146
		Graph and interpret rainfall data in a chart.	SMMA_LO_01328
		Create a vertical bar graph from a table and interpret data in the graph.	SMMA_LO_01130

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Read a bar graph and answer questions about tree growth over time.	SMMA_LO_01304
		Create a bar graph.	SMMA_LO_01769
		Determine the most or the least from a horizontal or vertical pictograph (four to six items).	SMMA_LO_00135
		Label the categories of a vertical bar graph based on data from a table.	SMMA_LO_01138
AR.Math.Content.3.MD.B.4a	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch.	Measure the length of a bar to the nearest 1/4 inch or 0.5 cm.	SMMA_LO_00822
		Measure the diameter of a circle, and then determine the circumference.	SMMA_LO_01779
		Select the appropriate ruler to measure vertical or horizontal lengths.	SMMA_LO_00812
		Measure the radius of a circle, and then determine the circumference.	SMMA_LO_01780
		Measure the diameter of a circle, and then determine the area.	SMMA_LO_01781
		Measure the radius of a circle, and then determine the area.	SMMA_LO_01783
AR.Math.Content.3.MD.B.4b	Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	Read and interpret a line plot.	SMMA_LO_01764
		Make a line plot to show measurement data in fractions of a unit.	SMMA_LO_02196
		Solve problems using fractional units of measurement data displayed in line plots.	SMMA_LO_02198
		Make a line plot to show measurement data in whole number units.	SMMA_LO_02158

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		Choose a title for a line plot and label the units.	SMMA_LO_01643
		Analyze a line plot to find the total number of items that fall at, above, or below a given value.	SMMA_LO_01156
		Identify the most frequent value (mode) using a line plot.	SMMA_LO_01164
AR.Math.Content.3.MD.C	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
AR.Math.Content.3.MD.C.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.		
AR.Math.Content.3.MD.C.5.a	A square with side length 1 unit, called 'a unit square,' is said to have 'one square unit' of area, and can be used to measure area.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
AR.Math.Content.3.MD.C.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.	Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
AR.Math.Content.3.MD.C.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Using a grid, find the area of a simple figure (8 to 60 nonstandard units).	SMMA_LO_00786
		Count squares and half squares to find the area of a figure in square centimeters.	SMMA_LO_00783
		Estimate the area of a figure on a grid (3 to 11 square units).	SMMA_LO_00808
		Find the area of a plane figure made up of square units and halves of square units.	SMMA_LO_02028

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		Count squares to find the area (2 to 8 units).	SMMA_LO_00706
		Identify a unit square and what attribute it is used to measure.	SMMA_LO_02027
		Find the area of an irregular figure displayed on a grid (12 to 50 square units).	SMMA_LO_01280
		Identify a figure with a given area on a geoboard (4 to 15 square units).	SMMA_LO_00802
AR.Math.Content.3.MD.C.7	Relate area to the operations of multiplication and addition.		
AR.Math.Content.3.MD.C.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.	Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Multiplication and Division Targeted Lesson 24: Matching Areas of Rectangles	
		Find the area of a rectangle by tiling it; complete an equation to show that the area is the same as would be found by multiplying the side lengths.	SMMA_LO_02029

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AR.Math.Content.3.MD.C.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.	Find the area of a rectangle using a formula.	SMMA_LO_00810
		Multiplication and Division Targeted Lesson 23: Counting and Calculating the Area of Rectangles	
		Multiply side lengths to find the area of a rectangle in a real-world context; use area to represent a whole-number product by arranging tiles in a rectangle.	SMMA_LO_02030
		Find the area of a rectangle (36 to 144 customary or metric square units).	SMMA_LO_00173
		Multiplication and Division Targeted Lesson 24: Matching Areas of Rectangles	
		Find the area of a rectangle (5 to 25 square centimeters).	SMMA_LO_00773
AR.Math.Content.3.MD.C.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 × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	Multiplication and Division Targeted Lesson 29: The Distributive Property and Area	

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
AR.Math.Content.3.MD.C.7.d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into nonoverlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	Find the combined area of two walkways and the total cost of paving stones to cover the walkway.	SMMA_LO_02501
		Tile a rectangle to find its area; represent the area of the rectangle in two different ways (length times width and the sum of the areas of two smaller rectangles).	SMMA_LO_02031
		Decompose Shapes into triangles and rectangles to find the area.	SMMA_LO_02168
		Find the sum of the areas of two figures (sums 3 to 8, nonstandard units).	SMMA_LO_00752
		Find the area of a rectilinear figure in a context by decomposing it into two rectangles.	SMMA_LO_02032
AR.Math.Content.3.MD.D	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
AR.Math.Content.3.MD.D.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.	Given a perimeter, mark equilateral polygons with the same side measures.	SMMA_LO_00849

Arkansas Standards Codes	Arkansas Mathematics Curriculum Framework 2016 Grade 3	SuccessMaker Item Description	Item ID
		Multiplication and Division Targeted Lesson 28: Area and Perimeter Word Problems	
		Find the perimeter of a figure (3 to 10 nonstandard units).	SMMA_LO_00757
		Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00790
		Identify rectangles that have equal areas, but different dimensions.	SMMA_LO_00823
		Find the perimeter of a polygon (decimal numbers, metric units).	SMMA_LO_00805
		Identify examples of relationships between area and perimeter.	SMMA_LO_00850
		Multiplication and Division Targeted Lesson 27: Relating Area and Perimeter	
		Given the lengths of all sides, find the perimeter of a rectangle.	SMMA_LO_00821
AR.Math.Content.3.G	Geometry		
AR.Math.Content.3.G.A	Reason with shapes and their attributes		
AR.Math.Content.3.G.A.1a	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals).	Classify quadrilaterals based on their attributes.	SMMA_LO_02199
		Identify rectangles by their attributes.	SMMA_LO_02216
AR.Math.Content.3.G.A.1b	Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Classify quadrilaterals based on their attributes.	SMMA_LO_02199
		Identify rectangles by their attributes.	SMMA_LO_02216

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AR.Math.Content.3.G.A.2a	Partition shapes into parts with equal areas.	Fractions and Decimals Targeted Lesson 2: Identifying Fractions Using Area Models	
		Partition shapes into equal parts.	SMMA_LO_02000
AR.Math.Content.3.G.A.2b	Express the area of each part as a unit fraction of the whole.	Fractions and Decimals Targeted Lesson 3: Unit Fractions	
		Fractions and Decimals Targeted Lesson 2: Identifying Fractions Using Area Models	