A Correlation of

Indiana Academic Standards Mathematics (2014)
Grade 3

To the Lessons of

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Grade 3

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TOPIC 1 Understand Multiplication and Division of Whole Numbers	
1-1 Multiplication as Repeated Addition	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
1-2 Multiplication on the Number Line	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
1-3 Arrays and Multiplication	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).

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(Continued) 1-3 Arrays and Multiplication	**3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
1-4 The Commutative Property	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
1-5 Division as Sharing	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. **3.C.4** 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). **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
1-6 Division as Repeated Subtraction	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.

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(Continued) 1-6 Division as Repeated Subtraction	**3.C.4** 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). **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
1-7 Math Practices and Problem Solving: Use Appropriate Tools	**3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations. **3.C.4** 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). **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
TOPIC 2 Multiplication Facts: Use Patterns	
2-1 2 and 5 as Factors	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).

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(Continued) 2-1 2 and 5 as Factors	**3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000. **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
2-2 9 as a Factor	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000. **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
2-3 1 Apply Properties: Multiply by 0 and	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$), or properties of operations.

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(Continued) 2-3 Apply Properties: Multiply by 0 and 1	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000. **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
2-4 Multiply by 10	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000. **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

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2-5　Multiplication Facts: 0, 1, 2, 5, 9, and 10	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.4** Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000. **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
2-6　Math Practices and Problem Solving: Model with Math	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
TOPIC 3 Apply Properties: Multiplication Facts for 3, 4, 6, 7, 8	
3-1　The Distributive Property	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$), or properties of operations.

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3-2 Apply Properties: 3 as a Factor	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
3-3 Apply Properties: 4 as a Factor	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

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3-4 Apply Properties: 6 and 7 as Factors	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
3-5 Apply Properties: 8 as a Factor	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.6:** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

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3-6 Practice Multiplication Facts	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
3-7 The Associative Property: Multiply with 3 Factors	**3.C.2** Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
3-8 Math Practices and Problem Solving: Repeated Reasoning	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations.

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TOPIC 4 Use Multiplication to Divide: Division Facts	
4-1 Relate Multiplication and Division	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
4-2 Use Multiplication to Divide with 2, 3, 4, and 5	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
4-3 Use Multiplication to Divide with 6 and 7	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal

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(Continued) 4-3 Use Multiplication to Divide with 6 and 7	groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
4-4 Use Multiplication to Divide with 8 and 9	**3.C.3** Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division. **3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
4-5 Multiplication Patterns: Even and Odd Numbers	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
4-6 Division Involving 0 and 1	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).

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4-7 Practice Multiplication and Division Facts	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows that $40 \div 5 = 8$), or properties of operations. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.5** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
4-8 Solve Multiplication and Division Equations	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.5** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
4-9 Math Practices and Problem Solving: Make Sense and Persevere (Continued) 4-9 Math Practices and Problem Solving: Make Sense and Persevere	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.3:** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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TOPIC 5 Fluently Multiply and Divide Within 100	
5-1 Patterns for Multiplication Facts	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10. **3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
5-2 Use a Multiplication Table	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
5-3 Find Missing Numbers in a Multiplication Table	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
5-4 Use Strategies to Multiply	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).

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5-5 Solve Word Problems: Multiplication and Division Facts	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
5-6 Write Math Stories: Multiplication	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).
5-7 Write Math Stories: Division	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10. **3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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).

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5-8 Math Practices and Problem Solving: Look For and Use Structure	**3.C.5** Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows that 40 ÷ 5 = 8), or properties of operations. **3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.
TOPIC 6 Connect Area to Multiplication and Addition	
6-1 Cover Regions	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
6-2 Area: Non-Standard Units	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
6-3 Area: Standard Units	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
6-4 Area of Squares and Rectangles	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. **3.M.6** Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

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6-5 Apply Properties: Area and the Distributive Property	**3.M.6** Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
6-6 Apply Properties: Area of Irregular Shapes	**3.M.6** Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
6-7 Math Practices and Problem Solving: Look For and Use Structure	**3.M.6** Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
TOPIC 7 Represent and Interpret Data	
7-1 Read Picture Graphs and Bar Graphs	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.DA.1** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
7-2 Make Picture Graphs	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.DA.1** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.

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7-3 Make Bar Graphs	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.DA.1** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
7-4 Solve Word Problems Using Information in Graphs	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.AT.3** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). **3.DA.1** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
7-5 Math Practices and Problem Solving: Precision	**3.AT.2** Solve real-world problems involving whole number multiplication and division within 100 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). **3.DA.1** Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with

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(Continued) 7-5 Math Practices and Problem Solving: Precision	several categories. Solve one- and two-step "how many more" and "how many less" problems regarding the data and make predictions based on the data.
TOPIC 8 Use Strategies and Properties to Add and Subtract	
8-1 Addition Properties	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-2 Algebra: Addition Patterns	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-3 Round Whole Numbers	**3.NS.9** Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.
8-4 Mental Math: Addition	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-5 Mental Math: Subtraction	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-6 Estimate Sums	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-7 Estimate Differences	**3.C.1** Add and subtract whole numbers fluently within 1000.
8-8 Relate Addition and Subtraction	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
8-9 Math Practices and Problem Solving: Model with Math	**3.C.1** Add and subtract whole numbers fluently within 1000.
TOPIC 9 Fluently Add and Subtract Within 1,000	
9-1 Use Partial Sums to Add	**3.C.1** Add and subtract whole numbers fluently within 1000.

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9-2 Add 3-Digit Numbers	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
9-3 Continue to Add 3-Digit Numbers	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
9-4 Add 3 or More Numbers	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
9-5 Use Partial Differences to Subtract	**3.C.1** Add and subtract whole numbers fluently within 1000.
9-6 Subtract 3-Digit Numbers	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
9-7 Continue to Subtract 3-Digit Numbers	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
9-8 Math Practices and Problem Solving: Construct Arguments	**3.C.1** Add and subtract whole numbers fluently within 1000. **3.AT.1** Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

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TOPIC 10 Multiply by Multiples of 10	
10-1 Use an Open Number Line to Multiply.	**3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
10-2 Use Properties to Multiply	**3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
10-3 Multiply by Multiples of 10	**3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
10-4 Math Practices and Problem Solving: Look For and Use Structure	**3.AT.6** Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.
TOPIC 11 Use Operations with Whole Numbers to Solve Problems	
11-1 Solve 2-Step Word Problems: Addition and Subtraction	**3.AT.3** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
11-2 Solve 2-Step Word Problems: Multiplication and Division.	**3.AT.3** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
11-3 Solve 2-Step Word Problems: All Operations	**3.AT.3** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
11-4 Math Practices and Problem Solving: Critique Reasoning	**3.AT.3** Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). **3.M.4** Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase.

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TOPIC 12 Understand Fractions as Numbers	
12-1 Divide Regions into Equal Parts	**3.NS.3** Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by *a* parts of size 1/*b*. **3.G.4** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).
12-2 Fractions and Regions	**3.NS.3** Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by *a* parts of size 1/*b*. **3.G.4** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8).
12-3 Understand the Whole	**3.NS.3** Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by *a* parts of size 1/*b*.
12-4 Number Line: Fractions Less Than 1	**3.NS.4** Represent a fraction, 1/*b*, on a number line 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. **3.NS.5** Represent a fraction, *a*/*b*, on a number line by marking off 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.
12-5 Number Line: Fractions Greater Than 1	**3.NS.4** Represent a fraction, 1/*b*, on a number line 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. **3.NS.5** Represent a fraction, *a*/*b*, on a number line by marking off 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.

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12-6 Line Plots and Length	**3.M.2** Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit. **3.DA.2** Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.
12-7 More Line Plots and Length	**3.M.2** Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit. **3.DA.2** Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters.
12-8 Math Practices and Problem Solving: Make Sense and Persevere	**3.NS.3** Understand a fraction, 1/*b*, as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction, *a*/*b*, as the quantity formed by *a* parts of size 1/*b*.
TOPIC 13 Fraction Equivalence and Comparison	
13-1 Equivalent Fractions: Use Models	**3.NS.6** Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line. **3.NS.7** 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).
13-2 Equivalent Fractions: Use the Number Line	**3.NS.6** Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line. **3.NS.7** 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).

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13-3 Use Models to Compare Fractions: Same Denominator	**3.NS.8** Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
13-4 Use Models to Compare Fractions: Same Numerator	**3.NS.8** Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
13-5 Compare Fractions: Use Benchmarks	**3.NS.8** Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
13-6 Compare Fractions: Use the Number Line	**3.NS.8** Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).
13-7 Whole Numbers and Fractions	**3.NS.6** Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line. **3.NS.7** 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).
13-8 Math Practices and Problem Solving: Construct Arguments	**3.NS.7** 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). **3.NS.8** Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual fraction model).

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TOPIC 14 Solve Time, Capacity, and Mass Problems	
14-1 Time to the Minute	**3.M.3** Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
14-2 Units of Time: Measure Elapsed Time	**3.M.3** Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
14-3 Units of Time: Solve Word Problems	**3.M.3** Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
14-4 Estimate Liquid Volume	**3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).
14-5 Measure Liquid Volume	**3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).
14-6 Estimate Mass	**3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).

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14-7 Measure Mass	**3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).
14-8 Solve Word Problems Involving Mass and Liquid Volume	**3.M.1** Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world 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).
14-9 Math Practices and Problem Solving: Reasoning	**3.M.3** Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.
TOPIC 15 Attributes of Two-Dimensional Shapes	
15-1 Describe Quadrilaterals	**3.G.2** Understand that shapes (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). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
15-2 Classify Shapes	**3.G.2** Understand that shapes (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). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

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15-3 Analyze and Compare Quadrilaterals	**3.G.2** Understand that shapes (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). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
15-4 Math Practices and Problem Solving: Precision	**3.G.2** Understand that shapes (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). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
TOPIC 16 Solve Perimeter Problems	
16-1 Understanding Perimeter	**3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.
16-2 Perimeter of Common Shapes	**3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.
16-3 Perimeter and Unknown Side Lengths	**3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.
16-4 Same Perimeter, Different Area	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. **3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.

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16-5 Same Area, Different Perimeter	**3.M.5** Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. **3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.
16-6 Math Practices and Problem Solving: Reasoning	**3.M.7** Find perimeters of polygons given the side lengths or by finding an unknown side length.