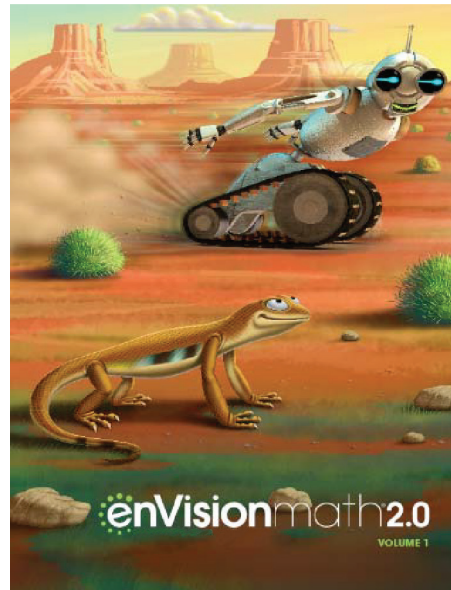


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To the
New Jersey Curricular Framework Mathematics
Grade 3

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New Jersey Curricular Framework Mathematics-Grade 3	enVisionmath2.0 ©2016 Grade 3 Lessons
Unit 1 Grade 3 Multiplication, Division and Concepts of Area	
Unit Focus:	
<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division • Understand properties of multiplication and the relationship between multiplication and division • Understand concepts of area and relate area to multiplication and addition (Geometric measurement) • Use place value understanding and properties of operations to perform multi-digit arithmetic 	
<p>■ 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. For example, describe and/or represent a context in which a total number of objects can be expressed as 5×7.</p>	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5
<p>■ 3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p>	Lesson 1-5, Lesson 1-6, Lesson 1-7
<p>■ 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. *(benchmarked)</p>	Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-

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Unit 1 Grade 3 Multiplication, Division and Concepts of Area	
<p>■ 3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.</p>	Lesson 4-7, Lesson 4-8
<p>■ 3.OA.B.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-6, Lesson 4-7
<p>■ 3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>	Lesson 6-1, Lesson 6-2, Lesson 6-3
<p>■ 3.MD.C.5a. 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.</p>	Lesson 6-1, Lesson 6-2, Lesson 6-3
<p>■ 3.MD.C.5b. 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.</p>	Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 15-3
<p>■ 3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).</p>	Lesson 6-1, Lesson 6-2, Lesson 6-3
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p>	Lesson 6-4, Lesson 6-7

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Unit 1 Grade 3 Multiplication, Division and Concepts of Area	
■ 3.MD.C.7a. 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.	Lesson 6-4, Lesson 6-7
■ 3.MD.C.7b. 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.	Lesson 6-4, Lesson 6-7, Lesson 16-4, Lesson 16-5
○ 3.NBT.A.1. Round whole numbers to the nearest 10 or 100.	Lesson 8-3
○ 3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4

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Unit 2 Grade 3 Modeling Multiplication, Division and Fractions	
Unit Focus:	
<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division • Understand properties of multiplication and the relationship between multiplication and division • Geometric measurement: understand concepts of area and relate area to multiplication and to addition • Multiply and divide within 100 • Solve problems involving the four operations, and identify and explain patterns in arithmetic • Use place value understanding and properties of operations to perform multi-digit arithmetic • Develop understanding of fractions as numbers. • Reason with shapes and their attributes 	
<p>■ 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. *(benchmarked)</p>	<p>Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-</p>
<p>■ 3.OA.B.5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i> *[Students need not use the formal terms for these properties.] *[Limit to single digit factors and multipliers. $7 \times 4 \times 5$ would exceed grade 3 expectations because it would result in a two-digit multiplier (28×5)]</p>	<p>Lesson 1-4, Lesson 2-3, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 4-6</p>

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Unit 2 Grade 3 Modeling Multiplication, Division and Fractions	
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p> <p style="padding-left: 40px;">3.MD.C.7c. 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning</p>	Lesson 6-5
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p> <p style="padding-left: 40px;">3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	Lesson 6-6, Lesson 6-7
<p>■ 3.OA.C.7. Fluently 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 $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p>	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8
<p>■ 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p>	Lesson 4-9, Lesson 7-4, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4

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Unit 2 Grade 3 Modeling Multiplication, Division and Fractions	
<p>■ 3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p>	Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 3-2, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 4-5, Lesson 5-1, Lesson 8-2
<p>○ 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)</p>	Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8
<p>■ 3.NF.A.1. 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 $1/b$. *[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]</p>	Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-8
<p>□ 3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts having equal area and describe the area of each part as $1/4$ of the area of the shape.</i></p>	Lesson 12-1, Lesson 12-2

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Unit 3 Grade 3 Fractions as Numbers and Measurement	
Unit Focus:	
<ul style="list-style-type: none"> • Develop understanding of fractions as numbers • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Reason with shapes and their attributes • Recognize perimeter as an attribute of plane figures and distinguish between linear and area measure • Multiply and divide within 100 	
<p>■ 3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p>	Lesson 12-4, Lesson 12-5
<p>■ 3.NF.A.2a. 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.</p>	Lesson 12-4, Lesson 12-5
<p>■ 3.NF.A.2b. 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.</p> <p>*[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]</p>	Lesson 12-4, Lesson 12-5
<p>■ 3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</p>	Lesson 13-1, Lesson 13-2, Lesson 13-7

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Unit 3 Grade 3 Fractions as Numbers and Measurement	
<p>■ 3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	Lesson 13-1, Lesson 13-2, Lesson 13-7
<p>■ 3.NF.A.3b. 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.</p>	Lesson 13-1, Lesson 13-2, Lesson 13-8
<p>■ 3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: 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.</i></p>	Lesson 12-3, Lesson 13-7
<p>■ 3.NF.A.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</p> <p><i>*[Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.]</i></p>	Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-6, Lesson 13-8
<p>■ 3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)</p>	Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-9




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Unit 3 Grade 3 Fractions as Numbers and Measurement	
<p>■ 3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.</p>	Lesson 14-4, Lesson 14-5, Lesson 14-6, Lesson 14-7, Lesson 14-8
<p>▣ 3.G.A.1. 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). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals.</p>	Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4
<p>○ 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.</p>	Lesson 16-1, Lesson 16-2, Lesson 6-3, Lesson 16-4, Lesson 16-5, Lesson 16-6
<p>■ 3.OA.C.7. Fluently 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 $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p>	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8

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Unit 4 Grade 3 R Representing Data	
Unit Focus:	
<ul style="list-style-type: none"> • Develop understanding of fractions as numbers • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Reason with shapes and their attributes • Recognize perimeter as an attribute of plane figures and distinguish between linear and area measure • Multiply and divide within 100 	
<p> 3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p>	Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5
<p> 3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	Lesson 12-6, Lesson 12-7
<p> 3.OA.C.7. Fluently 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 $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. *(benchmarked)</p>	Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-6, Lesson 5-7, Lesson 5-8

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Unit 4 Grade 3 R Representing Data	
<p>■ 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *(benchmarked)</p>	Lesson 4-9, Lesson 7-4, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4
<p>● 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. *(benchmarked)</p>	Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 9-8
<p>■ 3.MD.C.7. Relate area to the operations of multiplication and addition.</p>	Lesson 6-4, Lesson 6-7
<p>■ 3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. *(benchmarked)</p>	Lesson 6-6, Lesson 6-7

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Standards for Mathematical Practice	enVisionmath2.0 ©2016 Grade 3 Lessons
MP.1 Make sense of problems and persevere in solving them.	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-5, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-6, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-5, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-2, Lesson 5-4, Lesson 5-6, Lesson 5-7, Lesson 5-8, Lesson 6-1, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 8-1, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-7, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-6, Lesson 9-7, Lesson 9-8, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 12-2, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-5, Lesson 13-8, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-1, Lesson 15-4, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5, Lesson 16-6</p>

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<p>MP.2 Reason abstractly and quantitatively.</p>	<p>SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-6, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-6, Lesson 3-1, Lesson 3-3, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-2, Lesson 5-3, Lesson 5-5, Lesson 5-6, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-6, Lesson 6-7, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 9-3, Lesson 9-4, Lesson 9-6, Lesson 9-7, Lesson 9-8, Lesson 10-1, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 12-2, Lesson 12-3, Lesson 12-6, Lesson 12-7, Lesson 12-8, Lesson 13-1, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-6, Lesson 13-7, Lesson 14-2, Lesson 14-3, Lesson 14-4, Lesson 14-6, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-3, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5, Lesson 16-6</p>

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MP.3 Construct viable arguments and critique the reasoning of others.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-3, Lesson 1-4, Lesson 1-5, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 3-1, Lesson 3-2, Lesson 3-3, Lesson 3-6, Lesson 3-7, Lesson 3-8, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 4-7, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-2, Lesson 5-3, Lesson 5-4, Lesson 5-5, Lesson 5-8, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-4, Lesson 6-5, Lesson 6-7, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 8-1, Lesson 8-3, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-8, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-7, Lesson 9-8, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 11-4, Lesson 12-1, Lesson 12-3, Lesson 12-4, Lesson 12-5, Lesson 12-8, Lesson 13-2, Lesson 13-3, Lesson 13-4, Lesson 13-5, Lesson 13-6, Lesson 13-7, Lesson 13-8, Lesson 14-1, Lesson 14-2, Lesson 14-3, Lesson 14-5, Lesson 14-6, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5, Lesson 16-6

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MP.4 Model with mathematics.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-3, Lesson 2-4, Lesson 2-5, Lesson 2-6, Lesson 3-1, Lesson 3-4, Lesson 3-5, Lesson 3-6, Lesson 3-7, Lesson 4-1, Lesson 4-2, Lesson 4-3, Lesson 4-4, Lesson 4-5, Lesson 4-7, Lesson 5-2, Lesson 5-3, Lesson 5-5, Lesson 5-7, Lesson 5-8, Lesson 6-4, Lesson 6-5, Lesson 6-7, Lesson 7-2, Lesson 7-3, Lesson 7-5, Lesson 8-1, Lesson 8-4, Lesson 8-5, Lesson 8-6, Lesson 8-7, Lesson 8-8, Lesson 8-9, Lesson 9-1, Lesson 9-2, Lesson 9-4, Lesson 9-6, Lesson 9-7, Lesson 9-8, Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 11-1, Lesson 11-2, Lesson 11-3, Lesson 12-1, Lesson 12-2, Lesson 12-4, Lesson 12-5, Lesson 12-7, Lesson 13-1, Lesson 13-2, Lesson 13-4, Lesson 13-8, Lesson 14-1, Lesson 14-3, Lesson 14-4, Lesson 14-5, Lesson 14-6, Lesson 14-8, Lesson 14-9, Lesson 15-1, Lesson 15-3, Lesson 16-1, Lesson 16-3
MP.5 Use appropriate tools strategically.	SE/TE: Lesson 1-3, Lesson 1-5, Lesson 1-6, Lesson 1-7, Lesson 2-3, Lesson 2-5, Lesson 2-6, Lesson 3-2, Lesson 3-4, Lesson 3-8, Lesson 4-1, Lesson 5-5, Lesson 5-7, Lesson 6-1, Lesson 6-7, Lesson 7-3, Lesson 8-4, Lesson 8-9, Lesson 9-1, Lesson 9-6, Lesson 9-7, Lesson 10-3, Lesson 11-4, Lesson 12-5, Lesson 12-7, Lesson 13-1, Lesson 13-2, Lesson 13-3, Lesson 14-1, Lesson 14-5, Lesson 14-6, Lesson 15-2, Lesson 15-3, Lesson 15-4

- Major Clusters
- Supporting Clusters
- Additional Clusters
- * Benchmarked Standards

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MP.6 Attend to precision.	SE/TE: Lesson 1-1, Lesson 1-2, Lesson 1-5, Lesson 2-3, Lesson 2-5, Lesson 3-1, Lesson 4-2, Lesson, 4-6, Lesson 4-8, Lesson 4-9, Lesson 5-3, Lesson 5-6, Lesson 5-7, Lesson 6-1, Lesson 6-2, Lesson 6-3, Lesson 6-7, Lesson 7-1, Lesson 7-2, Lesson 7-3, Lesson 7-4, Lesson 7-5, Lesson 8-3, Lesson 8-4, Lesson 8-6, Lesson 9-3, Lesson 9-5, Lesson 10-2, Lesson 11-2, Lesson 12-1, Lesson 12-2, Lesson 12-4, Lesson 12-5, Lesson 12-7, Lesson 13-3, Lesson 13-4, Lesson 13-6, Lesson 13-8, Lesson 14-1, Lesson 14-4, Lesson 14-5, Lesson 14-7, Lesson 14-8, Lesson 14-9, Lesson 15-1, Lesson 15-2, Lesson 15-4, Lesson 16-1, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5, Lesson 16-6
MP.7 Look for and make use of structure.	SE/TE: Lesson 1-3, Lesson 1-4, Lesson 1-7, Lesson 2-1, Lesson 2-2, Lesson 2-4, Lesson 2-5, Lesson 3-1, Lesson 3-3, Lesson 3-4, Lesson 3-5, Lesson 3-8, Lesson 4-1, Lesson 4-2, Lesson 4-4, Lesson 4-5, Lesson, 4-6, Lesson 5-1, Lesson 5-4, Lesson 5-8, Lesson 6-5, Lesson 6-6, Lesson 6-7, Lesson 7-1, Lesson 7-5, Lesson 8-1, Lesson 8-2, Lesson 8-4, Lesson 8-5, Lesson 9-1, Lesson 9-3, Lesson 9-5, Lesson 9-8, Lesson 10-1, Lesson 10-2, Lesson 10-3, Lesson 10-4, Lesson 11-3, Lesson 12-1, Lesson 12-3, Lesson 13-1, Lesson 13-6, Lesson 13-7, Lesson 14-7, Lesson 15-1, Lesson 15-2, Lesson 15-3, Lesson 15-4, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5, Lesson 16-6

- Major Clusters
- ▣ Supporting Clusters
- Additional Clusters
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<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>SE/TE: Lesson 1-2, Lesson 1-6, Lesson 2-4, Lesson 3-2, Lesson 3-5, Lesson 3-7, Lesson 3-8, Lesson 4-1, Lesson 4-5, Lesson 4-8, Lesson 4-9, Lesson 5-1, Lesson 5-5, Lesson 5-7, Lesson 6-4, Lesson 6-5, Lesson 6-6, Lesson 7-1, Lesson 7-4, Lesson 8-1, Lesson 8-2, Lesson 8-5, Lesson 8-7, Lesson 9-3, Lesson 9-4, Lesson 9-5, Lesson 9-6, Lesson 9-7, Lesson 10-1, Lesson 10-3, Lesson 10-4, Lesson 11-2, Lesson 12-3, Lesson 12-5, Lesson 13-3, Lesson 14-4, Lesson 14-5, Lesson 14-9, Lesson 15-1, Lesson 15-2, Lesson 16-2, Lesson 16-3, Lesson 16-4, Lesson 16-5</p>

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- Supporting Clusters
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