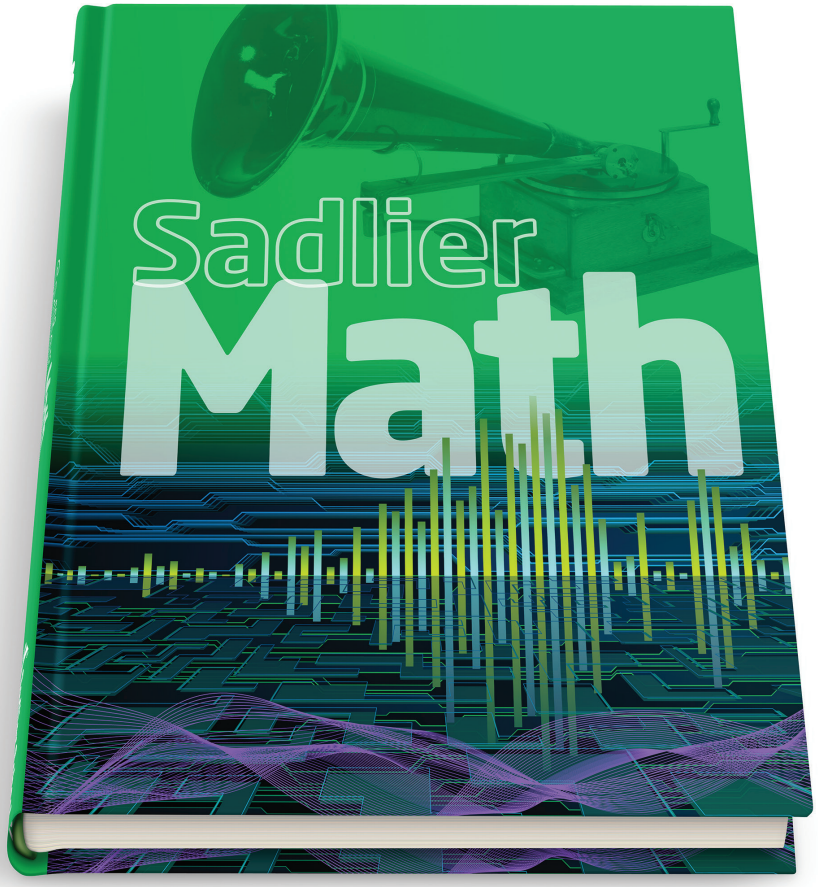
Sadlier Math™

Correlation to the Indiana Academic Standards for Mathematics

Grade 3



Learn more at www.SadlierSchool.com/SadlierMath

THE NUMBER SYSTEM

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.NS.1 Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.	**Chapter 1: 1-1** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (Write numbers to 1000 using base-ten numerals, number names, and expanded form; TE Develop Concepts: Model 3-Digit Numbers with Base Ten Models) See also Grade 4 (whole numbers beyond 1000) **Chapter 1: 1-2 through 1-4** • 1-2 What Is One Million?—pp. 4–5 (Use place value to understand millions; TE Develop Concepts: Place Value of 1) • 1-3 Millions—pp. 6–7 (Read and write numbers in millions using numerals and number names; TE Develop Concepts: Number Periods and Place Value) • 1-4 Expanded Form—pp. 8–9 (Read and write numbers in expanded form; TE Develop Concepts: Values of Digits in a Number)
MA.3.NS.2 Compare two whole numbers up to 10,000 using >, =, and < symbols.	**Chapter 1: 1-3** • 1-3 Compare and Order Numbers—pp. 6–7
MA.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*. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.]	**Chapter 9: 9-1, 9-2 & 9-4** • 9-1 Understand Equal Parts—pp. 188–189 • 9-2 Name Unit Fractions of a Whole—pp. 190–191 • 9-4 Name Fractions of a Whole—pp. 196–197
MA.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.	**Chapter 9: 9-3** • 9-3 Find Unit Fractions on a Number Line—pp. 192–193
MA.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.	**Chapter 9: 9-5** • 9-5 Find Fractions on a Number Line—pp. 198–199

THE NUMBER SYSTEM

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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.	**Chapter 10: 10-2 & 10-3** • 10-2 Find Equivalent Fractions—pp. 212–213 • 10-3 Find Equivalent Fractions on a Number Line—pp. 214–21
MA.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).	
MA.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).	**Chapter 10: 10-4 through 10-6** • 10-4 Compare Fractions with the Same Denominator—pp. 218–219 • 10-5 Compare Fractions with the Same Numerator—pp. 220–221 • 10-6 Order Fractions—pp. 222–22
MA.3.NS.9 Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.	**Chapter 1: 1-4 & 1-5** • 1-4 Round Numbers to the Nearest Ten—pp. 10–11 • 1-5 Round Numbers to the Nearest Hundred—pp. 12–13

COMPUTATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.C.1 Add and subtract whole numbers fluently within 1000.	**Chapter 1: 1-6** • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 **Chapter 2: 2-1, 2-3 through 2-7** • 2-1 Use Addition Properties—pp. 22–23 • 2-3 Estimate Sums—pp. 26–27 • 2-4 Add with Partial Sums—pp. 30–31 • 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 • 2-7 Add with Three or More Addends—pp. 36–37 **Chapter 3: 3-1 through 3-6** • 3-1 Estimate Differences—pp. 46–47 • 3-2 Relate Addition and Subtraction—pp. 48–49 • 3-3 Subtract with Partial Differences—pp. 50–51 • 3-4 Subtract Three-Digit Numbers—pp. 54–55 • 3-5 Subtract Across Zeros—pp. 56–57 • 3-6 Problem Solving: Read and Understand—pp. 58–59

COMPUTATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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.	**Chapter 4: 4-1 through 4-3, 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 • 4-2 Represent Multiplication on a Number Line—pp. 68–69 • 4-3 Represent Multiplication as Arrays—pp. 70–71 • 4-7 Problem Solving: Write an Equation—pp. 80–81 **Chapter 5: 5-1 through 5-4** • 5-1 Multiply by 2—pp. 88–89 • 5-2 Multiply by 5—pp. 90–91 • 5-3 Multiply by 9—pp. 92–93 • 5-4 Multiply by 1 and 0—pp. 96–97 **Chapter 6: 6-2 through 6-6** • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 **Chapter 8: 8-7 & 8-8** • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–179
MA.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.	**Chapter 4: 4-5 & 4-6** • 4-5 Represent Division by Sharing—pp. 76–77 • 4-6 Represent Division by Repeated Subtraction—pp. 78–79 **Chapter 7: 7-1** • 7-1 Relate Multiplication and Division—pp. 142–143 (Use related multiplication and division facts to solve problems; TE Develop Concepts: Grouping in Division) **Chapter 8: 8-5** • 8-5 One and Zero in Division—pp. 172–173 (Use 1 and 0 in division; TE Develop Concepts: One and Zero Properties of Division)
MA.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).	**Chapter 4: 4-5 & 4-6** • 4-5 Represent Division by Sharing—pp. 76–77 • 4-6 Represent Division by Repeated Subtraction—pp. 78–79 **Chapter 7: 7-2 through 7-5** • 7-2 Divide by 2—pp. 144–145 • 7-3 Divide by 3—pp. 146–147 • 7-4 Divide by 4—pp. 150–151 • 7-5 Divide by 5—pp. 152–153 **Chapter 8: 8-1 through 8-8** • 8-1 Divide by 6—pp. 162–163 • 8-2 Divide by 7—pp. 164–165 • 8-3 Divide by 8—pp. 166–167 • 8-4 Divide by 9—pp. 168–169 • 8-5 One and Zero in Division—pp. 172–173 • 8-6 Problem Solving: Work Backward—pp. 174–175 • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–179

COMPUTATION

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.C.5 Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations. **MA.3.C.6** Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.	**Chapter 4: 4-4** • 4-4 Multiply with the Commutative Property—pp. 74–75 **Chapter 5: 5-4** • 5-4 Multiply by 1 and 0—pp. 96–97 **Chapter 6: 6-1 through 6-9, 6-11** • 6-1 Break Apart to Multiply—pp. 112–113 • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 • 6-7 Use a Bar Model to Multiply—pp. 126–127 • 6-8 Problem Solving: Make a Table—pp. 128–129 • 6-9 Use the Associative Property to Multiply—pp. 130–131 • 6-11 Multiply by Multiples of 10—pp. 134–135 **Chapter 7: 7-1 through 7-6** • 7-1 Relate Multiplication and Division—pp. 142–143 • 7-2 Divide by 2—pp. 144–145 • 7-3 Divide by 3—pp. 146–147 • 7-4 Divide by 4—pp. 150–151 • 7-5 Divide by 5—pp. 152–153 • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 **Chapter 8: 8-1 through 8-8** • 8-1 Divide by 6—pp. 162–163 • 8-2 Divide by 7—pp. 164–165 • 8-3 Divide by 8—pp. 166–167 • 8-4 Divide by 9—pp. 168–169 • 8-5 One and Zero in Division—pp. 172–173 • 8-6 Problem Solving: Work Backward—pp. 174–175 • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–179

ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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).	**Chapter 2: 2-1 through 2-8** • 2-1 Use Addition Properties—pp. 22–23 (Identify and understand the properties of addition; TE Develop Concepts: Properties of Addition) • 2-2 Explore Addition Patterns—pp. 24–25 (Find addition patterns in an addition table; TE Develop Concepts: Explore the Addition Table) • 2-3 Estimate Sums—pp. 26–27 (Estimate sums to 1000 using rounding and front-end estimation; TE Develop Concepts: Compare Estimation Methods) • 2-4 Add with Partial Sums—pp. 30–31 (Use partial sums to add 3-digit numbers; TE Develop Concepts: Explore Partial Sums) *continued*

ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	• 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 (Add two 3-digit numbers by regrouping ones or tens; TE Develop Concepts: Regrouping During Addition) • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 (Add two 3-digit numbers by regrouping ones and tens; TE Develop Concepts: Explore Place Value and Addition) • 2-7 Add with Three or More Addends—pp. 36–37 (Find the sum of three or more addends up to 1000; TE Develop Concepts: Explore 2-Digit Column Addition) • 2-8 Problem Solving: Use a Model—pp. 38–39 (Solve word problems by using a model to organize the information; TE Develop Concepts: Bar Models) **Chapter 3: 3-1 through 3-6** • 3-1 Estimate Differences—pp. 46–47 (Estimate differences by rounding and using front-end estimation; TE Develop Concepts: Compare Estimation Methods for Subtraction) • 3-2 Relate Addition and Subtraction—pp. 48–49 (Use the relationship between addition and subtraction to help solve problems; TE Develop Concepts: Bar Models) • 3-3 Subtract with Partial Differences—pp. 50–51 (Subtract 3-digit numbers using partial differences; TE Develop Concepts: Explore Subtraction) • 3-4 Subtract Three-Digit Numbers—pp. 54–55 (Subtract 3-digit numbers using regrouping; TE Develop Concepts: Model Subtraction Using Base Ten Blocks) • 3-5 Subtract Across Zeros—pp. 56–57 (Subtract 3-digit numbers when the minuend has zeros; TE Develop Concepts: Regrouping with Base Ten Blocks) • 3-6 Problem Solving: Read and Understand—pp. 58–59 (Use the relationship between addition and subtraction to solve problems; TE Develop Concepts: Identify One- and Two-Step Problems)
MA.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).	**Chapter 4: 4-1 through 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 • 4-2 Represent Multiplication on a Number Line—pp. 68–69 • 4-3 Represent Multiplication as Arrays—pp. 70–71 • 4-4 Multiply with the Commutative Property—pp. 74–75 • 4-5 Represent Division by Sharing—pp. 76–77 • 4-6 Represent Division by Repeated Subtraction—pp. 78–79 • 4-7 Problem Solving: Write an Equation—pp. 80–81 **Chapter 5: 5-1 through 5-5, 5-7 & 5-8** • 5-1 Multiply by 2—pp. 88–89 • 5-2 Multiply by 5—pp. 90–91 • 5-3 Multiply by 9—pp. 92–93 • 5-4 Multiply by 1 and 0—pp. 96–97 • 5-5 Multiply by 10—pp. 98–99 • 5-7 Solve for Unknowns—pp. 102–103 • 5-8 Problem Solving: Compare Models—pp. 104–105 **Chapter 6: 6-1 through 6-9** • 6-1 Break Apart to Multiply—pp. 112–113 • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 *continued*

ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	• 6-7 Use a Bar Model to Multiply—pp. 126–127 • 6-8 Problem Solving: Make a Table—pp. 128–129 • 6-9 Use the Associative Property to Multiply—pp. 130–131 **Chapter 7: 7-1 through 7-6** • 7-1 Relate Multiplication and Division—pp. 142–143 • 7-2 Divide by 2—pp. 144–145 • 7-3 Divide by 3—pp. 146–147 • 7-4 Divide by 4—pp. 150–151 • 7-5 Divide by 5—pp. 152–153 • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 **Chapter 8: 8-1 through 8-8** • 8-1 Divide by 6—pp. 162–163 • 8-2 Divide by 7—pp. 164–165 • 8-3 Divide by 8—pp. 166–167 • 8-4 Divide by 9—pp. 168–169 • 8-5 One and Zero in Division—pp. 172–173 • 8-8 Use Facts to Solve Problems—pp. 178–179
MA.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).	**Chapter 2: 2-8** • 2-8 Problem Solving: Use a Model—pp. 38–39 **Chapter 6: 6-8** • 6-8 Problem Solving: Make a Table—pp. 128–129 **Chapter 8: 8-6** • 8-6 Problem Solving: Work Backward—pp. 174–175
MA.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.	**Chapter 4: 4-1 through 4-3, 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 • 4-2 Represent Multiplication on a Number Line—pp. 68–69 • 4-3 Represent Multiplication as Arrays—pp. 70–71 • 4-7 Problem Solving: Write an Equation—pp. 80–81 **Chapter 5: 5-1 through 5-4** • 5-1 Multiply by 2—pp. 88–89 • 5-2 Multiply by 5—pp. 90–91 • 5-3 Multiply by 9—pp. 92–93 • 5-4 Multiply by 1 and 0—pp. 96–97 **Chapter 6: 6-2 through 6-6** • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 **Chapter 8: 8-7 & 8-8** • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–179

ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.AT.5 Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	**Chapter 5: 5-7** • 5-7 Solve for Unknowns—pp. 102–103 **Chapter 6: 6-6 & 6-9** • 6-6 Multiply by 8—pp. 122–123 • 6-9 Use the Associative Property to Multiply—pp. 130–131 **Chapter 7: 7-1** • 7-1 Relate Multiplication and Division—pp. 142–143
MA.3.AT.6 Create, extend, and give an appropriate rule for number patterns using multiplication within 100.	**Chapter 2: 2-2** • 2-2 Explore Addition Patterns—pp. 24–25 **Chapter 5: 5-5 & 5-6** • 5-5 Multiply by 10—pp. 98–99 • 5-6 Find Patterns in the Multiplication Table—pp. 100–101 **Chapter 6: 6-10** • 6-10 Find More Multiplication Patterns—pp. 132–133

GEOMETRY

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.G.1 Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.	See Grade 2 **Chapter 13: 13-3** • 13-3 Identify Three-Dimensional Shapes—pp. 565–568 (Identify cones, cubes, cylinders, pyramids, rectangular prisms, and spheres; TE Develop Concepts: Three-Dimensional Figures)
MA.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.	**Chapter 14: 14-1 through 14-3** • 14-1 Classify Polygons—pp. 294–295 • 14-2 Classify Quadrilaterals—pp. 296–297 • 14-3 Draw Quadrilaterals—pp. 298–299
MA.3.G.3 Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.	See Grade 4 **Chapter 16: 16-1, 16-5 & 16-6** • 16-1 Points, Lines, Line Segments, Rays, and Angles—pp. 350–351 (Identify and draw points, lines, line segments, rays, and angles; TE Develop Concepts: Basic Geometric Figures)

continued

GEOMETRY

Grade 3 Content Standards	*Sadlier Math*, Grade 3
	• 16-5 Parallel and Perpendicular Lines—pp. 360–361 (Identify and draw parallel and perpendicular lines; TE Develop Concepts: Map Lines) • 16-6 Problem Solving: Use a Diagram—pp. 362–363 (Identify and draw parallel and perpendicular lines; TE Develop Concepts: Making Diagrams)
MA.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).	**Chapter 9: 9-1** • 9-1 Understand Equal Parts—pp. 188–189 **Chapter 15: 15-2** • 15-2 Find Area Using Standard Units—pp. 314–315

MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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).	**Chapter 11: 11-2 through 11-5** • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 • 11-3 Operations with Liquid Volume—pp. 236–237 • 11-4 Estimate and Measure Mass—pp. 240–241 • 11-5 Operations with Mass—pp. 242–243
MA.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.	**Chapter 11: 11-1 through 11-5** • 11-1 Measure Length—pp. 232–233 (Measure lengths to the nearest quarter and half inch; TE Develop Concepts: Use Measuring Tools for Length) • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 (Estimate liquid volumes in the metric system; TE Develop Concepts: Use Measures of Length to Describe Objects) • 11-3 Operations with Liquid Volume—pp. 236–237 (Solve one-step problems involving liquid volumes that are given in the same units; TE Develop Concepts: Uses of Tables) • 11-4 Estimate and Measure Mass—pp. 240–241 (Estimate and measure masses using the metric system; TE Develop Concepts: Use Measures of Mass) • 11-5 Operations with Mass—pp. 242–243 (Solve one-step problems involving masses that are given in the same units; TE Develop Concepts: Choosing an Operation to Use) See also Grade 4 (temperature) **Chapter 15: 15-4** • 15-4 Temperature—pp. 330–331 (Solve problems involving temperature; TE Develop Concepts: Scales as Measurement)

MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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.	**Chapter 13: 13-1 through 13-4** • 13-1 Tell Time to the Minute—pp. 276–277 • 13-2 Measure Elapsed Time—pp. 278–279 • 13-3 Find Start and End Times—pp. 282–283 • 13-4 Operations with Time—pp. 284–285
MA.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.	See Grade 2 **Chapter 12: 12-1 through 12-8** • 12-1 Pennies, Nickels, and Dimes—pp. 497–500 (Find the value of a group of coins consisting of pennies, nickels, and dimes; TE Develop Concepts: Exploring Coins) • 12-2 Quarters—pp. 501–504 (Find the value of a group of coins consisting of pennies, nickels, dimes, and quarters; TE Develop Concepts: Exploring Quarters) • 12-3 Equal Amounts—pp. 505–508 (Show amounts of money in more than one way using pennies, nickels, dimes, and quarters; TE Develop Concepts: Counting Coins) • 12-4 Compare Money—pp. 509–512 (Compare an amount of money to the cost of an item; TE Develop Concepts: Explore Comparing Money) • 12-5 Make Change—pp. 513–516 (Find the amount of change needed, given the price and amount paid; TE Develop Concepts: Finding the Difference in Amounts) • 12-6 Add and Subtract Money—pp. 517–520 (Add and subtract amounts of money; TE Develop Concepts: Reviewing Addition and Subtraction) • 12-7 One Dollar—pp. 521–524 (Count and find amounts of coins equal to a dollar; TE Develop Concepts: Exploring Dollars) • 12-8 Paper Money—pp. 525–528 (Find the value of a group of bills; TE Develop Concepts: Counting Tens)
MA.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.	**Chapter 15: 15-1 through 15-3** • 15-1 Understand Area—pp. 312–313 • 15-2 Find Area Using Standard Units—pp. 314–315 • 15-3 Find the Area of a Rectangle and a Square—pp. 316–317
MA.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.	**Chapter 15: 15-3** • 15-3 Find the Area of a Rectangle and a Square—pp. 316–317

MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.3.M.7 Find perimeters of polygons given the side lengths or by finding an unknown side length.	**Chapter 16: 16-1 through 16-6** • 16-1 Understand Perimeter—pp. 332–333 • 16-2 Find Perimeter—pp. 334–335 • 16-3 Find Unknown Side Lengths—pp. 336–337 • 16-4 Problem Solving: Compare Strategies—pp. 340–341 • 16-5 Same Perimeter, Different Areas—pp. 342–343 • 16-6 Same Area, Different Perimeters—pp. 344–345

DATA ANALYSIS

Grade 3 Content Standards	*Sadlier Math*, Grade 3
MA.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.	**Chapter 12: 12-1 through 12-5** • 12-1 Read Picture Graphs—pp. 252–253 • 12-2 Make Picture Graphs—pp. 254–255 • 12-3 Read Bar Graphs—pp. 256–257 • 12-4 Make Bar Graphs—pp. 258–259 • 12-5 Data and Two-Step Problems—pp. 260–261
MA.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.	**Chapter 12: 12-7 & 12-8** • 12-7 Read Line Plots—pp. 266–267 • 12-8 Make Line Plots—pp. 268–269