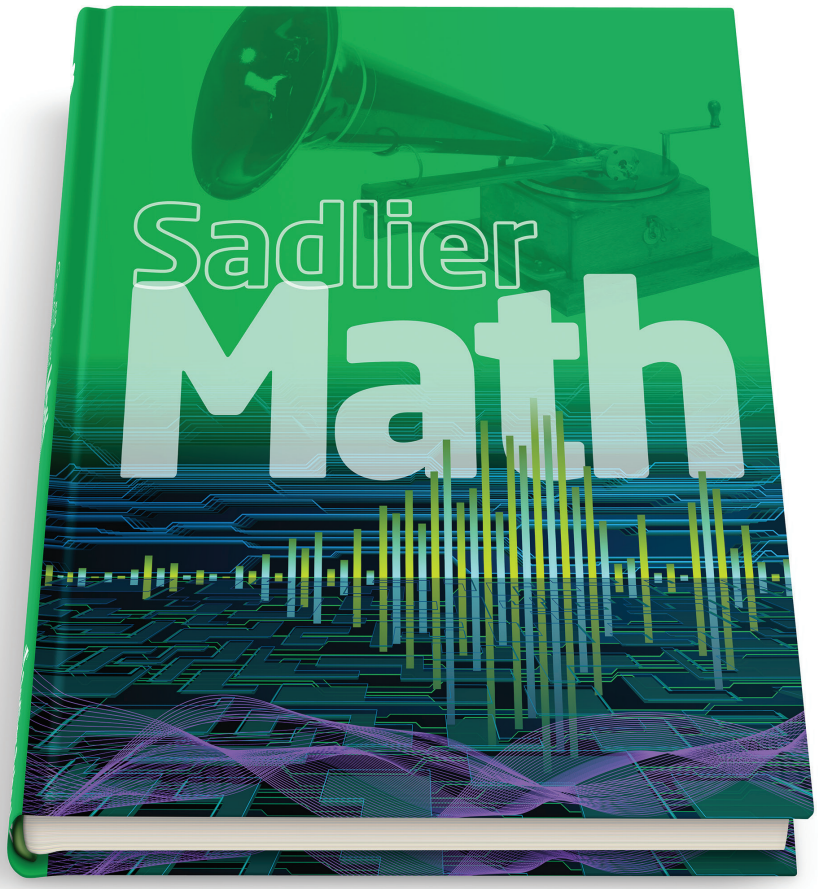
Sadlier Math™

Correlation to the Missouri Learning Standards: Grade-Level Expectations for Mathematics

Grade 3



Learn more at www.SadlierSchool.com/SadlierMath

SJ® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

NUMBER SENSE AND OPERATIONS IN BASE TEN

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
3.NBT.A.1 Round whole numbers to the nearest 10 or 100.	**Chapter 1: 1-4 & 1-5**
3.NBT.A.2 Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.	**Chapter 1: 1-1**
3.NBT.A.3 Demonstrate fluency with addition and subtraction within 1000.	**Chapter 1: 1-6** **Chapter 2: 2-1, 2-3 through 2-7** **Chapter 3: 3-1 through 3-6**
3.NBT.A.4 Multiply whole numbers by multiples of 10 in the range 10-90.	**Chapter 6: 6-11**

NUMBER SENSE AND OPERATIONS IN FRACTIONS

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Develop understanding of fractions as numbers.	
3.NF.A.1 Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.	**Chapter 9: 9-1, 9-2, 9-4, 9-6 & 9-7**
3.NF.A.2 Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.	
3.NF.A.2a Describe the numerator as representing the number of pieces being considered.	**Chapter 9: 9-2, 9-4 & 9-5**
3.NF.A.2b Describe the denominator as the number of pieces that make the whole.	**Chapter 9: 9-2 & 9-4**
3.NF.A.3 Represent fractions on a number line.	
3.NF.A.3a Understand the whole is the interval from 0 to 1.	**Chapter 9: 9-3 & 9-5**

Sadlier® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

NUMBER SENSE AND OPERATIONS IN FRACTIONS

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.NF.A.3b Understand the whole is partitioned into equal parts.	**Chapter 9: 9-3 & 9-5**
3.NF.A.3c Understand a fraction represents the endpoint of the length a given number of partitions from 0.	**Chapter 9: 9-3 & 9-5**
3.NF.A.4 Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.	**Chapter 10: 10-1 & 10-3**
3.NF.A.5 Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.	**Chapter 10: 10-2, 10-3 & 10-7**
3.NF.A.6 Compare two fractions with the same numerator or denominator using the symbols >, = or <, and justify the solution.	**Chapter 10: 10-4 through 10-6**
3.NF.A.7 Explain why fraction comparisons are only valid when the two fractions refer to the same whole.	**Chapter 10: 10-4 through 10-7**

RELATIONSHIPS AND ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Represent and solve problems involving multiplication and division.	
3.RA.A.1 Interpret products of whole numbers.	**Chapter 4: 4-1 through 4-4, 4-7** **Chapter 5: 5-1 through 5-8** **Chapter 6: 6-2 through 6-7, 6-9** **Chapter 8: 8-7 & 8-8**
3.RA.A.2 Interpret quotients of whole numbers.	**Chapter 4: 4-5 & 4-6** **Chapter 7: 7-2 through 7-5** **Chapter 8: 8-1 through 8-8**

Sadlier® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

RELATIONSHIPS AND ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.RA.A.3 Describe in words or drawings a problem that illustrates a multiplication or division situation.	**Chapter 4: 4-1 through 4-7** **Chapter 5: 5-1 through 5-4** **Chapter 6: 6-2 through 6-6** **Chapter 7: 7-2 through 7-5** **Chapter 8: 8-1 through 8-8**
3.RA.A.4 Use multiplication and division within 100 to solve problems.	**Chapter 4: 4-1 through 4-3, 4-7** **Chapter 5: 5-1 through 5-5, 5-7 & 5-8** **Chapter 6: 6-1 through 6-9** **Chapter 7: 7-1 through 7-6** **Chapter 8: 8-1 through 8-5, 8-8**
3.RA.A.5 Determine the unknown number in a multiplication or division equation relating three whole numbers.	**Chapter 5: 5-7** **Chapter 6: 6-6 & 6-9** **Chapter 7: 7-1**
Understand properties of multiplication and the relationship between multiplication and division.	
3.RA.B.6 Apply properties of operations as strategies to multiply and divide.	**Chapter 4: 4-4** **Chapter 5: 5-4** **Chapter 6: 6-1 through 6-9** **Chapter 7: 7-1 through 7-6** **Chapter 8: 8-1 through 8-8**
Multiply and divide within 100.	
3.RA.C.7 Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.	**Chapter 5: 5-1 through 5-7** **Chapter 6: 6-1 through 6-11** **Chapter 7: 7-1 through 7-5** **Chapter 8: 8-1 through 8-9**
3.RA.C.8 Demonstrate fluency with products within 100.	**Chapter 5: 5-1 through 5-7** **Chapter 6: 6-1 through 6-11**
Use the four operations to solve word problems.	
3.RA.D.9 Write and solve two-step problems involving variables using any of the four operations.	**Chapter 2: 2-8** **Chapter 6: 6-8** **Chapter 8: 8-6**

Sadlier® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

RELATIONSHIPS AND ALGEBRAIC THINKING

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.RA.D.10 Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.	**Chapter 2: 2-3, 2-5 & 2-7** **Chapter 3: 3-1, 3-4 & 3-5**
Identify and explain arithmetic patterns.	
3.RA.E.11 Identify arithmetic patterns and explain the patterns using properties of operations.	**Chapter 2: 2-2** **Chapter 5: 5-5 & 5-6** **Chapter 6: 6-10 & 6-11**

GEOMETRY AND MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Reason with shapes and their attributes.	
3.GM.A.1 Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.	**Chapter 14: 14-1 through 14-3**
3.GM.A.2 Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.	**Chapter 14: 14-2 & 14-3**
3.GM.A.3 Partition shapes into parts with equal areas, and express the area of each part as a unit fraction of the whole.	**Chapter 9: 9-1** **Chapter 15: 15-2**
Solve problems involving the measurement of time, liquid volumes and weights of objects.	
3.GM.B.4 Tell and write time to the nearest minute.	**Chapter 13: 13-1 through 13-4**
3.GM.B.5 Estimate time intervals in minutes.	**Related content** **Chapter 13: 13-1 through 13-4**
3.GM.B.6 Solve problems involving addition and subtraction of minutes.	**Chapter 13: 13-1 through 13-4**

Sadlier® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

GEOMETRY AND MEASUREMENT

Grade 3 Content Standards	*Sadlier Math*, Grade 3
3.GM.B.7 Measure or estimate length, liquid volume and weight of objects.	**Chapter 11: 11-1 through 11-5**
3.GM.B.8 Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.	**Chapter 11: 11-1 through 11-6**
Understand concepts of area.	
3.GM.C.9 Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.	**Chapter 15: 15-1 through 15-4**
3.GM.C.10 Label area measurements with squared units.	**Chapter 15: 15-1 through 15-4**
3.GM.C.11 Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.	**Chapter 15: 15-3**
3.GM.C.12 Multiply whole-number side lengths to solve problems involving the area of rectangles.	**Chapter 15: 15-3**
3.GM.C.13 Find rectangular arrangements that can be formed for a given area.	**Chapter 15: 15-4**
3.GM.C.14 Decompose a rectangle into smaller rectangles to find the area of the original rectangle.	**Chapter 15: 15-4**
Understand concepts of perimeter.	
3.GM.D.15 Solve problems involving perimeters of polygons.	**Chapter 16: 16-1 through 16-6**
3.GM.D.16 Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.	**Chapter 16: 16-5 & 16-6**

Sadlier School® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).

DATA AND STATISTICS

Grade 3 Content Standards	*Sadlier Math*, Grade 3
Represent and analyze data.	
3.DS.A.1 Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories.	**Chapter 12: 12-1 through 12-5**
3.DS.A.2 Solve one- and two-step problems using information presented in bar and/or picture graphs.	**Chapter 12: 12-1 through 12-5**
3.DS.A.3 Create a line plot to represent data.	**Chapter 12: 12-8**
3.DS.A.4 Use data shown in a line plot to answer questions.	**Chapter 12: 12-7 & 12-8**

Sadlier® and Sadlier® are registered trademarks of William H. Sadlier, Inc. Sadlier Math™ is a trademark of William H. Sadlier, Inc. All rights reserved. May be reproduced for educational use (not commercial use).