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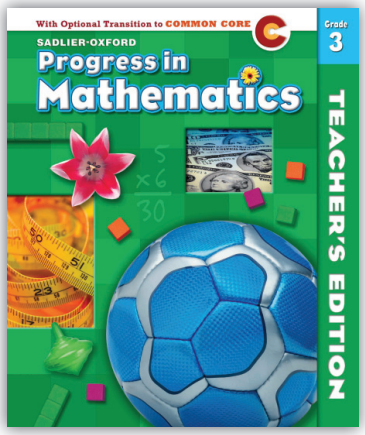
Progress in Mathematics

Correlated to the

Common Core State Standards for Mathematics

GRADE 3



Sadlier
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Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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 a context in which a total number of objects can be expressed as 5 × 7.	**Instruction** 4-1 Understand Multiplication—pp. 132–133 4-2 One and Zero as Factors—pp. 134–135 4-3 Multiply Twos—pp. 136–137 4-4 Multiply Threes—pp. 138–139 4-5 Multiply Fours—pp. 140–141 4-6 Multiply Fives—pp. 142–143 *4-6A Multiplication and Arrays—Online 4-7 Multiply Cents—pp. 144–145 6-1 Factors and Products—p. 190 6-2 Multiply Sixes—p. 191 6-3 Multiply Sevens—pp. 192–193 6-4 Multiply Eights—pp. 194–195 6-5 Multiply Nines—pp. 196–197
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	**Instruction** 5-1 Understand Division—pp. 162–163 5-2 One and Zero in Division—pp. 164–165 5-3 Divide by 2—pp. 166–167 5-4 Divide by 3—pp. 168–169 5-5 Divide by 4—pp. 170–171 5-6 Divide by 5—pp. 172–173 *5-6A Division Stories—Online 5-8 Divide Cents—pp. 176–177 6-7 Division Review—pp. 200–201 6-8 Divide by 6—pp. 202–203 6-9 Divide by 7—pp. 204–205 6-10 Divide by 8—pp. 206–207 6-11 Divide by 9—pp. 208–209
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.1	**Instruction** 4-3 Multiply Twos—pp. 136–137 4-4 Multiply Threes—pp. 138–139 4-5 Multiply Fours—pp. 140–141 4-6 Multiply Fives—pp. 142–143 *4-6A Multiplication and Arrays—Online *4-6B Use a Bar Diagram to Multiply—Online 4-7 Multiply Cents—pp. 144–145 5-1 Understand Division—pp. 162–163 5-3 Divide by 2—pp. 166–167 5-4 Divide by 3—pp. 168–169 5-5 Divide by 4—pp. 170–171 5-6 Divide by 5—pp. 172–173 *5-6A Division Stories—Online 5-8 Divide Cents—pp. 176–177 5-10 Problem Solving Strategy: Write a Number Sentence—pp. 180–181

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Represent and solve problems involving multiplication and division.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
	5-11 Problem Solving Applications: Mixed Review—pp. 182–183 6-4 Multiply Eights—pp. 194–195 *6-12A Missing Operands Multiplication & Division—Online 6-14 Apply Facts—pp. 214–215 6-15 Problem Solving Strategy: Guess and Test—pp. 216–217 8-11 Rename Units of Measure—pp. 280–281 *9-12B Measurement Problems—Online **Application** 4-12 Problem Solving Applications: Mixed Review—pp. 154–155 6-16 Problem Solving Applications: Mixed Review—pp. 218–219
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 × ? = 48, 5 = ?? ÷ 3, 6 × 6 = ?.*	**Instruction** 4-10 Missing Factors—pp. 150–151 *6-12A Missing Operands Multiplication & Division—Online 6-13 Fact Families—pp. 212–213 10-4 Multiply with Models—pp. 342–343

Understand properties of multiplication and the relationship between multiplication and division.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)* [2]Students need not use formal terms for these properties.	**Instruction** 4-2 One and Zero as Factors (Identity Property of Multiplication, Zero Property of Multiplication)—pp. 134–135 4-9 Order in Multiplication (Commutative Property of Multiplication)—pp. 148–149 6-6 Multiply Three Numbers (Associative Property of Multiplication)—pp. 198–199 *6-12A Missing Operands Multiplication & Division—Online 6-13 Fact Families—pp. 212–213
6. Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8. Multiply and divide within 100.*	**Readiness** 4-10 Missing Factors—pp. 150–151 Instruction 5-7 Relate Multiplication and Division—pp. 174–175 6-13 Fact Families—pp. 212–213

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Multiply and divide within 100.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. Solve problems involving the four operations, and identify and explain patterns in arithmetic.	**Instruction** 5-7 Relate Multiplication and Division—pp. 174–175 *6-5B Multiplication Tables—Online 6-7 Division Review—pp. 200–201 6-13 Fact Families—pp. 212–213

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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.[3] [3]This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	**Instruction** 2-2 Missing Addends—pp. 66–67 2-15 Problem Solving Strategy: Use Simpler Numbers—pp. 90–91 3-2 Subtract: No Regrouping—pp. 102–103 3-7 Regroup Twice in Subtraction—pp. 112–113 3-12 Problem Solving Strategy: Choose the Operation—pp. 122–123 4-8 Sums, Differences, and Products—pp. 146–147 4-11 Problem Solving Strategy: Use More Than One Step—pp. 152–153 6-4 Multiply Eights—pp. 194–195 *6-14A Checking Reasonableness of Answers—Online *6-14B Writing Variable Expressions—Online 6-15 Problem Solving Strategy: Guess and Test—pp. 216–217 8-11 Rename Units of Measure—pp. 280–281 14-3 Order of Operations—pp. 444–445 14-7 Problem Solving Strategy: Use More Than One Step—pp. 452–453 **Application** 2-16 Problem Solving Applications: Mixed Review—pp. 92–93 3-13 Problem Solving Applications: Mixed Review—pp. 124–125 6-16 Problem Solving Applications: Mixed Review—pp. 218–219 14-8 Problem Solving Applications: Mixed Review—pp. 454–455
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *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.*	**Readiness** Skills Update: Patterns—p. 7 **Instruction** 1-4 Counting Patterns—pp. 36–37 4-3 Multiply Twos—pp. 136–137

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Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
	4-4 Multiply Threes—pp. 138–139 4-5 Multiply Fours—pp. 140–141 4-6 Multiply Fives—pp. 142–143 5-3 Divide by 2—pp. 166–167 5-4 Divide by 3—pp. 168–169 5-5 Divide by 4—pp. 170–171 5-6 Divide by 5—pp. 172–173 6-2 Multiply Sixes—p. 191 6-3 Multiply Sevens—pp. 192–193 6-4 Multiply Eights—pp. 194–195 6-5 Multiply Nines—pp. 196–197 *6-5B Multiplication Tables—Online 6-8 Divide by 6—pp. 202–203 6-9 Divide by 7—pp. 204–205 6-10 Divide by 8—pp. 206–207 6-11 Divide by 9—pp. 208–209 6-12 Operation Patterns—pp. 210–211 10-1 Multiplication Patterns—pp. 336–337 *10-1A Multiply with Multiples—Online 10-2 Estimate Products—p. 338 13-8 Problem Solving Strategy: Find a Pattern—pp. 430–431 14-1 Divisibility—pp. 440–441 **Application** Enrichment: Predict Patterns of Sums—p. 157 **Teacher's Edition** Strategic Intervention: 2. Identify missing numbers in a counting patterns of 2, 3, and 4—TE pp. 131F–131G

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	**Instruction** 1-9 Round Numbers—pp. 46–47 2-4 Estimate Sums—pp. 70–71 2-15 Problem Solving Strategy: Use Simpler Numbers—pp. 90–91 3-3 Estimate Differences—pp. 104–105 10-2 Estimate Products—pp. 338–339

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Use place value understanding and properties of operations to perform multi-digit arithmetic.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
	Application 1-12 Compare and Round Money—pp. 52–53 2-5 Add with Regrouping (estimate by rounding)—pp. 72–73 2-8 Add Regroup Twice (estimate by rounding)—p. 76 2-9 Three-Digit Addition (estimate by rounding)—pp. 78–79 2-10 More Regrouping in Addition (estimate by rounding)—p. 80 2-12 Regroup Hundreds as Thousands—p. 85 2-13 Three or More Addends (estimate by rounding)—pp. 86–87 2-14 Add Larger Numbers (estimate by rounding)—p. 88 3-4 Subtract with Regrouping (estimate by rounding)—pp. 106–107 3-6 Regroup Once in Subtraction (estimate by rounding)—pp. 110–111 3-7 Regroup Twice in Subtraction (estimate by rounding)—pp. 112–113 3-8 Regroup with Zeros (estimate by rounding)—pp. 114–115 3-10 Subtract Larger Numbers (estimate by rounding)—pp. 118–119 3-11 Choose a Computation Method (estimate by rounding)—pp. 120–121 3-12 Problem Solving Strategy: Choose the Operation (estimate by rounding)—p. 122 **Teacher's Edition** English Language Learners: Round Numbers—TE p. 29H Strategic Intervention: 3. Round three-digit numbers to the nearest 100—TE p. 335G
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. [See below.]	
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.	**Readiness** Skills Update: Addition Facts Through 18—p. 4 **Instruction** 2-3 Add No Regrouping—pp. 68–69 2-5 Add with Regrouping—pp. 72–73 2-6 Regroup Tens—p. 74 2-7 Add Regroup Tens—p. 75 2-8 Add Regroup Twice—pp. 76–77 *2-8A Addition Properties—Online 2-9 Three-Digit Addition—pp. 78–79 2-10 More Regrouping in Addition—pp. 80–81 2-11 Mental Math—pp. 82–83

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Use place value understanding and properties of operations to perform multi-digit arithmetic.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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.	**Readiness** Skills Update: Subtraction Facts Through 18—p. 5 **Instruction** 3-2 Subtract No Regrouping—pp. 102–103 3-3 Estimate Differences—pp. 104–105 3-4 Subtract with Regrouping—pp. 106–107 3-5 Regroup Hundreds and Dollars—pp. 108–109 3-6 Regroup Once in Subtraction—pp. 110–111 3-7 Regroup Twice in Subtraction—pp. 112–113 3-8 Regroup with Zeros—pp. 114–115 *3-12A Missing Operands—Online
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.	**Instruction** 10-1 Multiplication Patterns—pp. 336–337 *10-1A Multiply with Multiples—Online 10-2 Estimate Products—pp. 338–339

Number and Operations—Fractions 3.NF

Develop understanding of fractions as numbers.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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 $1/b$.	**Readiness** Skills Update: Fractions: Part of a Whole—p. 8 **Instruction** 12-1 Fractions—pp. 386–387 *12-1C Fractions on a Number Line—Online 12-4 Compare Fractions—pp. 392–393 12-5 Order Fractions—pp. 394–395
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	**Instruction** *12-1B Unit Fractions on a Number Line—Online 12-4 Compare Fractions—pp. 392–393
b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	**Instruction** *12-1C Fractions on a Number Line—Online 12-4 Compare Fractions—pp. 392–393 **Application** 12-11 Problem Solving Strategy: Use a Drawing/Model—pp. 406–407

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Develop understanding of fractions as numbers.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	**Instruction** 12-2 Equivalent Fractions—pp. 388–389 *12-2A Model Equivalent Fractions—Online
b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.	**Instruction** 12-2 Equivalent Fractions—pp. 388–389 *12-2A Model Equivalent Fractions—Online **Application** 12-11 Problem Solving Strategy: Use a Drawing/Model—p. 407
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 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.	**Instruction** *12-2A Model Equivalent Fractions—Online
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	**Instruction** 12-2 Equivalent Fractions—pp. 388–389 *12-3A Compare Like Fractions Using Models—Online 12-4 Compare Fractions—pp. 392–393 *12-4A Compare Unlike Fractions Using Fraction Strips—Online *12-4B Fraction Sense—Online 12-5 Order Fractions—pp. 394–395

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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.	**Readiness** Skills Update: Hour, Half Hour—p. 14 **Instruction** 8-15 Minutes—pp. 288–289 8-16 Elapsed Time—pp. 290–291 *8-16A Time on a Number Line—Online **Teacher's Edition** Strategic Intervention: 5–6. Understand how to tell time to the hour and half hour on an analog clock—TE p. 259G
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-	**Readiness** Skills Update: Cup, Pint, Quart—p. 12 Skills Update: Liter—p. 13

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Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	**Instruction** 8-9 Milliliter, Liter—pp. 276–277 8-10 Gram, Kilogram—pp. 278–279 *8-10A Estimate and Measure Masses—Online 8-11 Rename Units of Measure—pp. 280–281 8-19 Problem Solving Applications: Mixed Review—pp. 296–297 9-12 Volume—pp. 324–325 *9-12A Estimate and Measure Volume—Online *9-12B Measurement Problems—Online

Represent and interpret data.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	**Instruction** 7-1 Pictographs—pp. 226–227 7-2 Bar Graphs—pp. 228–229 *7-2A Data and Two-Step Problems—Online 7-3 Surveys—pp. 230–231 7-8 Compare Data—pp. 240–241 7-13 Problem Solving Strategy: Use a Graph—pp. 250–251 **Application** 7-14 Problem Solving Applications: Mixed Review—pp. 252–253
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.	**Instruction** 7-5 Line Plots—pp. 234–235 8-1 Quarter Inch, Half Inch, Inch—pp. 260–261 *8-12A Collect and Represent Data—Online

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	**Instruction** 9-11 Area—pp. 322–323 *9-11A Area of a Rectangle—Online
b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.	**Instruction** 9-11 Area—pp. 322–323 *9-11A Area of a Rectangle—Online

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Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	**Instruction** 9-11 Area—pp. 322–323 *9-11A Area of a Rectangle—Online
7. Relate area to the operations of multiplication and addition.	
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	**Instruction** 9-11 Area—pp. 322–323 *9-11A Area of a Rectangle—Online
b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	**Instruction** *9-11A Area of a Rectangle—Online *9-11B Area of Composite Shapes—Online
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	**Instruction** *9-11B Area of Composite Shapes—Online
d. 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.	**Instruction** *9-11B Area of Composite Shapes—Online 9-13 Problem Solving Strategy: Solve a Simpler Problem—pp. 326–327

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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.	**Instruction** 9-10 Perimeter—pp. 320–321 9-11 Area—pp. 322–323 *9-11A Area of a Rectangle—Online *9-11B Area of Composite Shapes—Online *9-11C Perimeter and Area—Online *9-11D Missing Dimensions—Online **Application** 14-7 Problem Solving Strategy: Use More Than One Step—p. 453 **Teacher's Edition** Strategic Intervention: 5–6. Find the perimeter of a plane figure—TE p. 303G Differentiated Instruction: At Risk: Perimeter—TE p. 303J

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Geometry 3.G

Reason with shapes and their attributes.

Common Core State Standards for Mathematics	Sadlier Progress in Mathematics, Grade 3
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 that do not belong to any of these subcategories.	**Instruction** 9-3 Polygons and Circles—pp. 308–309 9-4 Triangles—pp. 310–311 *9-4A Quadrilaterals—Online 9-14 Problem Solving Applications: Mixed Review—pp. 328–329 **Teacher's Edition** Strategic Intervention: 1. Recognize, name, and count the number of sides and vertices for a given plane figure—TE p. 303F
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	**Readiness** Skills Update: Fractions: Part of a Whole—p. 8 9-7 Symmetry—p. 316 **Instruction** 12-1 Fractions—pp. 386–387 *12-1A Use Fractions—Online

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