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## Grade 3 | Georgia State Standards for Mathematics Correlation to *Eureka Math*<sup>2</sup>®

When the original *Eureka Math*<sup>®</sup> curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds<sup>®</sup> teacher–writers have created *Eureka Math*<sup>2</sup>®, a groundbreaking new curriculum that helps teachers deliver exponentially better math instruction while still providing students with the same deep understanding of and fluency in math. *Eureka Math*<sup>2</sup> carefully sequences mathematical content to maximize vertical alignment—a principle tested and proven to be essential in students’ mastery of math—from kindergarten through high school.

While this innovative new curriculum includes all the trademark *Eureka Math* aha moments that have been delighting students and teachers for years, it also boasts these exciting new features:

### Teachability

*Eureka Math*<sup>2</sup> employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built right into the teacher materials.

### Accessibility

*Eureka Math*<sup>2</sup> incorporates Universal Design for Learning principles so all learners can access the mathematics and take on challenging math concepts. Student supports are built into the instructional design and are clearly identified in the *Teach* book. Further, the curriculum carries a focus on readability. By eliminating unnecessary words and using simple, clear sentences, the *Eureka Math*<sup>2</sup> teacher–writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

### Digital Engagement

The digital elements of *Eureka Math*<sup>2</sup> add to students’ engagement with the math. The curriculum provides teachers with digital slides for each lesson. In addition, each grade level includes wordless videos that spark students’ interest and curiosity. Students at all levels work through mathematical explorations that help lead to their own mathematical discoveries. Digital lessons and videos provide opportunities for students to wonder, explore, and make sense of mathematics, which contributes to the development of a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>MP.1</b> Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.2</b> Reason abstractly and quantitatively.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.3</b> Construct viable arguments and critique the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.4</b> Model with mathematics.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.5</b> Use appropriate tools strategically.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.6</b> Attend to precision.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.7</b> Look for and make use of structure.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p><b>MP.8</b> Look for and express regularity in repeated reasoning.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>

## Numerical Reasoning

**3.NR.1 Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.**

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### Aligned Components of *Eureka Math*<sup>2</sup>

<p><b>3.NR.1.1</b></p> <p>Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form.</p>	<p>3 M2 Topic A: Understanding Place Value Concepts Through Metric Measurement</p> <p>3 M2 Topic B: Rounding to the Nearest Ten and Hundred</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>3 M6 Lesson 25: Name and count numbers greater than 1,000.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p> <p>4 M1 Topic B: Place Value and Comparison Within 1,000,000</p> <p>4 M1 Lesson 10: Name numbers by using place value understanding.</p>
<p><b>3.NR.1.2</b></p> <p>Use place value reasoning to compare multi-digit numbers up to 10,000 using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p>	<p>2 M1 Topic I: Compare Two Three-Digit Numbers in Different Forms</p> <p>4 M1 Lesson 9: Compare numbers within 1,000,000 by using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math>.</p>
<p><b>3.NR.1.3</b></p> <p>Use place value understanding to round whole numbers up to 1,000 to the nearest 10 or 100.</p>	<p>3 M2 Topic B: Rounding to the Nearest Ten and Hundred</p>

### Patterning and Algebraic Reasoning

**3.PAR.2 Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000.**

Georgia State Standards for Mathematics	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>3.PAR.2.1</b></p> <p>Fluently add and subtract within 1,000 to solve problems.</p>	<p>3 M2: Place Value Concepts Through Metric Measurement</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>
<p><b>3.PAR.2.2</b></p> <p>Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.</p>	<p>3 M2: Place Value Concepts Through Metric Measurement</p> <p>4 M1 Lesson 21: Solve two-step word problems by using addition and subtraction.</p> <p>4 M1 Lesson 22: Solve multi-step word problems by using addition and subtraction.</p>

### Patterning and Algebraic Reasoning

**3.PAR.3 Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.**

Georgia State Standards for Mathematics	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>3.PAR.3.1</b></p> <p>Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.</p>	<p>3 M2 Topic C: Simplifying Strategies to Find Sums and Differences</p> <p>3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12.</p>

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<p><b>3.PAR.3.2</b></p> <p>Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.</p>	<p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Topic E: Application of Multiplication and Division Concepts</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input-output tables.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>
<p><b>3.PAR.3.3</b></p> <p>Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.</p>	<p>3 M1 Topic C: Properties of Multiplication</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M1: Multiplication and Division with Units of 2, 3, 4, 5, and 10</p>
<p><b>3.PAR.3.4</b></p> <p>Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.</p>	<p>3 M1 Topic C: Properties of Multiplication</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M3: Multiplication and Division with Units of 0, 1, 6, 7, 8, and 9</p> <p>3 M4 Topic C: Applying Properties of Operations to Area</p>
<p><b>3.PAR.3.5</b></p> <p>Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10–90.</p>	<p>3 M3 Topic D: Multiplication with Multiples of 10 and Further Application of Concepts</p>

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<p><b>3.PAR.3.6</b></p> <p>Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.</p>	<p>3 M3 Topic D: Multiplication with Multiples of 10 and Further Application of Concepts</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 18: Create multiplication and division word problems.</p>
<p><b>3.PAR.3.7</b></p> <p>Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.</p>	<p>3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations.</p> <p>3 M1 Topic B: Conceptual Understanding of Division</p> <p>3 M1 Topic D: Two Interpretations of Division</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 25: Solve two-step word problems.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Topic B: Multiplication and Division Concepts with an Emphasis on the Unit of 7</p> <p>3 M3 Lesson 19: Solve two-step word problems by using the four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p>

## Numerical Reasoning

### 3.NR.4 Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.

Georgia State Standards for Mathematics	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>3.NR.4.1</b></p> <p>Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.</p>	<p>3 M5 Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction.</p> <p>3 M5 Lesson 5: Partition a whole into fractional units and write fractions in fraction form.</p> <p>3 M5 Topic B: Unit Fractions and Their Relationship to the Whole</p> <p>3 M5 Topic C: Fractions on the Number Line</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p><b>3.NR.4.2</b></p> <p>Compare two unit fractions by flexibly using a variety of tools and strategies.</p>	<p>3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely.</p> <p>3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.</p> <p>3 M5 Topic D: Comparing Fractions</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p><b>3.NR.4.3</b></p> <p>Represent fractions, including fractions greater than one, in multiple ways.</p>	<p>3 M5: Fractions as Numbers</p>
<p><b>3.NR.4.4</b></p> <p>Recognize and generate simple equivalent fractions.</p>	<p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Topic C: Fractions on the Number line</p> <p>3 M5 Topic E: Equivalent Fractions</p>

## Measurement and Data Reasoning

### 3.MDR.5 Solve real-life, mathematical problems involving length, liquid volume, mass, and time.

Georgia State Standards for Mathematics	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>3.MDR.5.1</b></p> <p>Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.</p>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 23: Solve problems by creating scaled picture graphs and scaled bar graphs.</p> <p><i>Supplemental material is necessary to address the statistical investigative process.</i></p>
<p><b>3.MDR.5.2</b></p> <p>Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.</p>	<p>3 M6 Topic A: Tell Time and Solve Time Interval Problems</p>
<p><b>3.MDR.5.3</b></p> <p>Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.</p>	<p>3 M6 Topic A: Tell Time and Solve Time Interval Problems</p>
<p><b>3.MDR.5.4</b></p> <p>Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.</p>	<p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 20: Record measurement data in a line plot.</p> <p>3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p>



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<p><b>3.MDR.5.5</b></p> <p>Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units within the customary system.</p>	<p>2 M5: Money, Data, and Customary Measurement</p> <p>4 M3 Topic E: Problem Solving with Measurement</p>
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**Geometric and Spatial Reasoning**

**3.GSR.6 Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.**

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<p><b>3.GSR.6.1</b></p> <p>Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles.</p>	<p>3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M6 Topic B: Attributes of Two-Dimensional Figures</p> <p>4 M6 Lesson 4: Identify, define, and draw perpendicular lines.</p> <p>4 M6 Lesson 5: Identify, define, and draw parallel lines.</p> <p>4 M6 Lesson 20: Sort polygons based on a given rule.</p>
<p><b>3.GSR.6.2</b></p> <p>Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.</p>	<p>3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M6 Topic B: Attributes of Two-Dimensional Figures</p>

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<p><b>3.GSR.6.3</b> Identify lines of symmetry in polygons.</p>	<p>4 M6 Topic D: Two-Dimensional Figures and Symmetry</p>
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**Geometric and Spatial Reasoning**

**3.GSR.7 Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.**

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<p><b>3.GSR.7.1</b> Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).</p>	<p>3 M4 Topic A: Foundations for Understanding Area 3 M4 Lesson 16: Solve historical math problems involving area.</p>
<p><b>3.GSR.7.2</b> Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.</p>	<p>3 M4: Multiplication and Area</p>

## Geometric and Spatial Reasoning

### 3.GSR.8 Determine the perimeter of a polygon presented in real-life, mathematical problems.

Georgia State Standards for Mathematics	Aligned Components of <i>Eureka Math</i> <sup>2</sup>
<p><b>3.GSR.8.1</b></p> <p>Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.</p>	<p>3 M6 Topic C: Problem Solving with Perimeter</p> <p>3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.</p>
<p><b>3.GSR.8.2</b></p> <p>Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.</p>	<p>3 M6 Lesson 16: Solve problems to determine the perimeters of rectangles with the same area.</p> <p>3 M6 Lesson 17: Solve problems to determine the areas of rectangles with the same perimeter.</p>