
Grade 3 | Tennessee Academic Standards for Mathematics Correlation to *Eureka Math² Tennessee Edition*

When the original *Eureka Math*[®] curriculum was released, it quickly became the most widely used K–5 mathematics curriculum in the country. Now, the Great Minds[®] teacher–writers have created *Eureka Math² Tennessee Edition*, 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 Math² Tennessee Edition* 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 Math² Tennessee Edition 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 Math² Tennessee Edition 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 Math² Tennessee Edition* 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 Math² Tennessee Edition* 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
<p>MP.1 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>MP.2 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>MP.3 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>MP.4 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>MP.5 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>MP.6 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>MP.7 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>MP.8 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>

Operations and Algebraic Thinking

3.OA.A Represent and solve problems involving multiplication and division.

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<p>3.OA.A.1</p> <p>Interpret the factors and products in whole number multiplication equations (e.g., 4×7 is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches each with a total length of 28 inches).</p>	<p>3 M1 Lesson 2: Interpret equal groups as multiplication.</p> <p>3 M1 Lesson 3: Relate multiplication to the array model.</p> <p>3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group.</p> <p>3 M1 Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.</p> <p>3 M1 Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.</p> <p>3 M1 Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.</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 19: Create multiplication and division word problems.</p>
<p>3.OA.A.2</p> <p>Interpret the dividend, divisor, and quotient in whole number division equations (e.g., $28 \div 7$ can be interpreted as 28 objects divided into 7 equal groups with 4 objects in each group or 28 objects divided so there are 7 objects in each of the 4 equal groups).</p>	<p>3 M1 Topic B: Conceptual Understanding of Division</p> <p>3 M1 Topic D: Two Interpretations of Division</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 19: Create multiplication and division word problems.</p>

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<p>3.OA.A.3</p> <p>Multiply and divide within 100 to solve contextual problems, with the unknown in any positions, in situations involving equal groups, arrays/area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as $3 \times ? = 24$, $6 \times 16 = ?$, $? \div 8 = 3$, or $96 \div 6 = ?$).</p>	<p>3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations.</p> <p>3 M1 Lesson 8: Model measurement and partitive division by drawing arrays.</p> <p>3 M1 Lesson 9: Represent and solve division word problems using drawings and equations.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 18: Represent and solve measurement and partitive division word problems.</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 1: Connect the composition of 1 kilogram to the composition of 1 thousand.</p> <p>3 M2 Lesson 3: Use drawings and strategies to solve one-step word problems involving weight.</p> <p>3 M2 Lesson 6: Use drawings and strategies to solve one-step word problems involving liquid volume.</p> <p>3 M2 Lesson 7: Solve one-step word problems using metric units.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 12: Solve one-step word problems involving multiplication and division.</p> <p>3 M3 Lesson 26: Apply multiplication and division concepts to complete a multi-part task.</p>
<p>3.OA.A.4</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100.</p>	<p>3 M1 Lesson 15: Model division as an unknown factor problem.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</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 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p>

Operations and Algebraic Thinking

3.OA.B Understand properties of multiplication and the relationship between multiplication and division.

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<p>3.OA.B.5</p> <p>Apply properties of operations as strategies to multiply and divide.</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 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 4: Decompose pictorial arrays to create expressions with three factors.</p> <p>3 M3 Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.</p> <p>3 M3 Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 9: Model the associative property as a strategy to multiply.</p> <p>3 M3 Lesson 10: Use parentheses in expressions with different operations.</p> <p>3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 22: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 24: Identify patterns and apply strategies to multiply with units of 11 and 12.</p> <p>3 M3 Lesson 25: Organize, count, and represent a collection of objects.</p>
<p>3.OA.B.6</p> <p>Understand division as an unknown-factor problem.</p>	<p>3 M1 Lesson 15: Model division as an unknown factor problem.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p>

Operations and Algebraic Thinking

3.OA.C Multiply and divide within 100.

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<p>3.OA.C.7</p> <p>Fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$). By the end of 3rd grade, know all products of two one-digit numbers and related division facts.</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 18: Identify and complete patterns with input-output tables.</p> <p>3 M3 Lesson 25: Organize, count, and represent a collection of objects.</p>

Operations and Algebraic Thinking

3.OA.D Solve problems involving the four operations and identify and explain patterns in arithmetic.

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<p>3.OA.D.8</p> <p>Solve two-step contextual 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.</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 20: Solve two-step word problems by using the four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 23: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 26: Apply multiplication and division concepts to complete a multi-part task.</p>

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<p>3.OA.D.9</p> <p>Identify patterns in a multiplication chart and explain them using properties of operations.</p>	<p>3 M3 Lesson 13: Count by units of 9 to multiply.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</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 16: Identify patterns by using the multiplication chart.</p> <p>3 M3 Lesson 17: Explain patterns in the multiplication chart by using properties of operations.</p> <p>3 M3 Lesson 18: Identify and complete patterns with input-output tables.</p> <p>3 M3 Lesson 24: Identify patterns and apply strategies to multiply with units of 11 and 12.</p>

Number and Operations in Base Ten

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

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<p>3.NBT.A.1</p> <p>Round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.</p>	<p>3 M2 Topic B: Rounding to the Nearest Ten and Hundred</p>
<p>3.NBT.A.2</p> <p>Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<p>3 M2 Lesson 1: Connect the composition of 1 kilogram to the composition of 1 thousand.</p> <p>3 M2 Lesson 3: Use drawings and strategies to solve one-step word problems involving weight.</p> <p>3 M2 Lesson 6: Use drawings and strategies to solve one-step word problems involving liquid volume.</p> <p>3 M2 Lesson 7: Solve one-step word problems using metric units.</p> <p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p>

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<p>3.NBT.A.2 <i>continued</i></p>	<p>3 M2 Lesson 14: Use place value understanding to add and subtract like units.</p> <p>3 M2 Lesson 15: Use the associative property to make the next ten to add.</p> <p>3 M2 Lesson 16: Use compensation to add.</p> <p>3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten.</p> <p>3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.</p> <p>3 M2 Lesson 19: Use compensation to subtract.</p> <p>3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once.</p> <p>3 M2 Lesson 21: Add measurements using the standard algorithm to compose larger units twice.</p> <p>3 M2 Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.</p> <p>3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.</p> <p>3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.</p>
<p>3.NBT.A.3</p> <p>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.</p>	<p>3 M3 Lesson 21: Multiply by multiples of 10 by using the place value chart.</p> <p>3 M3 Lesson 22: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 23: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p>

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<p>3.NBT.A.4</p> <p>Read and write multi-digit whole numbers (less than or equal to 100,000) using standard form, word form, and expanded form (e.g., 23,456 can be written as $20,000 + 3,000 + 400 + 50 + 6$).</p>	<p>3 M2 Topic E: Numbers to 100,000</p>

Number and Operations—Fractions

3.NF.A Develop understanding of fractions as numbers.

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<p>3.NF.A.1</p> <p>Understand a unit fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a non-unit fraction, $\frac{1}{b}$, as the quantity formed by n parts of size $\frac{1}{b}$.</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 Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.</p> <p>3 M5 Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.</p> <p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.NF.A.2</p> <p>Understand a fraction as a number on the number line. Represent fractions on a number line.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

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<p>3.NF.A.2.a</p> <p>Represent a fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the endpoint locates the number $\frac{1}{b}$ on the number line.</p>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p>
<p>3.NF.A.2.b</p> <p>Represent a fraction $\frac{n}{b}$ on a number line diagram by marking off n lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{n}{b}$ and that its endpoint locates the number $\frac{n}{b}$ on the number line.</p>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p> <p>3 M5 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.NF.A.3</p> <p>Explain equivalence of fractions and compare fractions by reasoning about their size.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>

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<p>3.NF.A.3.a</p> <p>Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p>	<p>3 M5 Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</p> <p>3 M5 Lesson 14: Recognize that equivalent fractions share the same location on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p>
<p>3.NF.A.3.b</p> <p>Recognize and generate simple equivalent fractions (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$) and explain why the fractions are equivalent using a visual fraction model.</p>	<p>3 M5 Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</p> <p>3 M5 Lesson 14: Recognize that equivalent fractions share the same location on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p>

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<p>3.NF.A.3.c</p> <p>Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.</p>	<p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 25: Express whole numbers as fractions with a denominator of 1.</p>
<p>3.NF.A.3.d</p> <p>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. Use the symbols $>$, $=$, or $<$ to show the relationship and justify the conclusions.</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 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 19: Compare fractions with unlike units but the same numerator by using number lines.</p> <p>3 M5 Lesson 20: Compare fractions with related units by using a number line.</p> <p>3 M5 Lesson 21: Compare various fractions by representing them on number lines.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>

Measurement and Data

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

Tennessee Academic Standards for Mathematics	Aligned Components
<p>3.MD.A.1</p> <p>Solve contextual problems in time and money.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>3.MD.A.1.a</p> <p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.</p>	<p>3 M6 Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line.</p> <p>3 M6 Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock.</p> <p>3 M6 Lesson 3: Solve time word problems where the end time is unknown.</p> <p>3 M6 Lesson 4: Solve time word problems where the start time is unknown.</p> <p>3 M6 Lesson 5: Solve time word problems where the change in time is unknown.</p> <p>3 M6 Lesson 6: Solve time word problems and use time data to create a line plot.</p>
<p>3.MD.A.1.b</p> <p>Solve one-step contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to \$1,000 using the \$ symbol appropriately.</p>	<p>3 M6 Lesson 7: Solve money word problems involving coins.</p> <p>3 M6 Lesson 8: Solve money word problems involving dollars.</p>
<p>3.MD.A.2</p> <p>Measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks.</p>	<p>3 M2 Lesson 2: Estimate the weight of familiar objects and read scales when weighing objects.</p> <p>3 M2 Lesson 3: Use drawings and strategies to solve one-step word problems involving weight.</p> <p>3 M2 Lesson 4: Connect decomposition of 1 liter to the decomposition of 1 thousand.</p> <p>3 M2 Lesson 5: Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.</p>

Measurement and Data

3.MD.B Represent and interpret data.

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<p>3.MD.B.3</p> <p>Draw a pictograph 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 graphs.</p>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M6 Lesson 23: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 24: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>
<p>3.MD.B.4</p> <p>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>	<p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 21: Record measurement data in a line plot.</p> <p>3 M6 Lesson 22: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p>

Measurement and Data

3.MD.C Geometric measurement: understand and apply concepts of area and relate area to multiplication and to addition.

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<p>3.MD.C.5</p> <p>Recognize that plane figures have an area and understand concepts of area measurement.</p>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>
<p>3.MD.C.5.a</p> <p>Understand that 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>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>
<p>3.MD.C.5.b</p> <p>Understand that 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>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>

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<p>3.MD.C.6</p> <p>Measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).</p>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area.</p> <p>3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p>
<p>3.MD.C.7</p> <p>Relate area of rectangles to the operations of multiplication and addition.</p>	<p><i>Supplemental material is necessary to address this standard.</i></p>
<p>3.MD.C.7.a</p> <p>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.</p>	<p>3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area.</p> <p>3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.</p> <p>3 M4 Lesson 8: Determine the area of a rectangle by using side lengths.</p> <p>3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area.</p>

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Aligned Components

<p>3.MD.C.7.b</p> <p>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.</p>	<p>3 M4 Lesson 8: Determine the area of a rectangle by using side lengths.</p> <p>3 M4 Lesson 9: Multiply side lengths to find the area of a rectangle.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area.</p> <p>3 M4 Lesson 13: Apply area understanding to real-world situations.</p> <p>3 M4 Lesson 14: Reason to find the area of composite shapes by using grids.</p> <p>3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles.</p> <p>3 M4 Lesson 17: Apply area concepts to a real-world context.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p> <p>3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>
<p>3.MD.C.7.c</p> <p>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>	<p>3 M4 Lesson 10: Compose large rectangles and reason about their areas.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 13: Apply area understanding to real-world situations.</p>
<p>3.MD.C.7.d</p> <p>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>	<p>3 M4 Lesson 10: Compose large rectangles and reason about their areas.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 14: Reason to find the area of composite shapes by using grids.</p> <p>3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles.</p> <p>3 M4 Lesson 17: Apply area concepts to a real-world context.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p> <p>3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>

Measurement and Data

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

Tennessee Academic Standards for Mathematics	Aligned Components
<p>3.MD.D.8</p> <p>Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exploring rectangles with the same perimeter and different areas or with the same area and different perimeters.</p>	<p>3 M6 Topic C: Problem Solving with Perimeter</p> <p>3 M6 Lesson 20: Measure the perimeter of various circles to the nearest quarter inch by using string.</p>

Geometry

3.G.A Reason about shapes and their attributes.

Tennessee Academic Standards for Mathematics	Aligned Components
<p>3.G.A.1</p> <p>Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals and recognize examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>3 M4 Lesson 1: Determine whether a figure is a polygon and explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M6 Topic B: Attributes of Two-Dimensional Figures</p>

**Tennessee Academic Standards
for Mathematics**

Aligned Components

<p>3.G.A.2</p> <p>Partition shapes into parts with equal areas. Recognize that equal shares of identical wholes need not have the same shape. Express the area of each part as a unit fraction of the whole.</p>	<p>3 M5 Topic A: Partition a Whole into Equal Parts</p> <p>3 M5 Topic B: Unit Fractions and Their Relationship to the Whole</p>
<p>3.G.A.3</p> <p>Determine if a figure is a polygon.</p>	<p>3 M4 Lesson 1: Determine whether a figure is a polygon and explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M6 Lesson 9: Compare and classify quadrilaterals.</p>