



SADLIER

Progress in Mathematics

Aligned to the
College & Career Ready Standards

Indiana Academic Standards: Mathematics

Grade 3

Number Sense	2
Computation	5
Algebraic Thinking	8
Geometry	12
Measurement	13
Data Analysis	15

 **Sadlier**
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Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 3

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.

3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.

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.*]

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.

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.

SADLIER PROGRESS IN MATHEMATICS, GRADE 3

Readiness

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Instruction

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Teacher's Edition

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English Language Learners: Ten Thousands and Hundred Thousands; Counting Patterns; Hundreds, Order Numbers—TE p. 29I

Instruction

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1-8 Compare and Order Larger Numbers—pp. 44–45

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1-12 Compare and Round Money—pp. 52–53

Teacher's Edition

Strategic Intervention: 4. Compare numbers using the symbols $<$ and $>$ —TE p. 29G
Differentiated Instruction: Visually Impaired: Compare and Order Larger Numbers—TE p. 29J

Readiness

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*12-1 Fractions on a Number Line—Online
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12-5 Order Fractions—pp. 394–395

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

Instruction

*12-1C Fractions on a Number Line—Online
12-2 Equivalent Fractions—pp. 388–389
*12-2A Model Equivalent Fractions—Online
12-4 Compare Fractions—pp. 392–393
12-7 Mixed Numbers—pp. 398–399

Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 3

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).

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).

3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 3

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

Instruction

*12-3A Compare Like Fractions Using Models—Online
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*12-4B Fraction Sense—Online

Application

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Instruction

1-9 Round Numbers—pp. 46–47

2-4 Estimate Sums—pp. 70–71

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1-12 Compare and Round Money—pp. 52–53

2-5 Add with Regrouping (estimate by rounding)—pp. 72–73

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2-9 Three-Digit Addition (estimate by rounding)—pp. 78–79

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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

Number Sense

INDIANA ACADEMIC STANDARDS: MATHEMATICS: GRADE 3

SADLIER *PROGRESS IN MATHEMATICS*, GRADE 3

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

Computation

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

3.C.1: Add and subtract whole numbers fluently within 1000.

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.

SADLIER PROGRESS MATHEMATICS, GRADE 3

Readiness

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*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

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

Instruction

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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

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*5-6A Division Stories—Online

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5-10 Problem Solving Strategy: Write a Number Sentence—pp. 180–181

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

Computation

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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.

3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ 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).

3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations.

SADLIER PROGRESS MATHEMATICS, GRADE 3

6-16 Problem Solving Applications: Mixed Review—pp. 218–219

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

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5-5 Divide by 4—pp. 170–171

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*5-6A Division Stories—Online

5-7 Relate Multiplication and Division—pp. 174–175

5-8 Divide Cents—pp. 176–177

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*6-12A Missing Operands Multiplication & Division—Online

6-13 Fact Families—pp. 212–213

6-14 Apply Facts—pp. 214–215

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4-10 Missing Factors—pp. 150–151

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4-2 One and Zero as Factors (Identity Property of Multiplication, Zero Property of Multiplication)—pp. 134–135

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5-7 Relate Multiplication and Division—pp. 174–175

*6-5A Break Apart Numbers to Multiply (Distributive Property)—Online

*6-5B Multiplication Tables—Online

6-6 Multiply Three Numbers (Associative Property of Multiplication)—pp. 198–199

Computation

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

SADLIER *PROGRESS MATHEMATICS*, GRADE 3

*6-12A Missing Operands: Multiplication & Division—Online
6-13 Fact Families—pp. 212–213

*9-11B Area of Composite Shapes (Distributive Property)—Online

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

Teacher’s Edition

English Language Learners: Fact Families; Apply Facts—TE p.
189H

Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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).

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).

SADLIER PROGRESS MATHEMATICS, GRADE 3

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3-5 Regroup Hundreds and Dollars—pp. 108–109
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5-10 Problem Solving Strategy: Write a Number Sentence—pp. 180–181

Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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).

SADLIER PROGRESS MATHEMATICS, GRADE 3

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6-4 Multiply Eights—pp. 194–195

*6-12A Missing Operands Multiplication & Division—Online

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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

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6-15 Problem Solving Strategy: Guess and Test—pp. 216–217

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Application

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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

Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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.

3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

SADLIER PROGRESS MATHEMATICS, GRADE 3

Instruction

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Readiness

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Instruction

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*6-5B Multiplication Tables—Online
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6-11 Divide by 9—pp. 208–209
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10-1 Multiplication Patterns—pp. 336–337
*10-1A Multiply with Multiples—Online
10-2 Estimate Products—p. 338

Algebraic Thinking

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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13-8 Problem Solving Strategy: Find a Pattern—pp. 430–431

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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

Geometry

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.

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.

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.

3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).

SADLIER PROGRESS MATHEMATICS, GRADE 3

Readiness
Skills Update: Solid Figures—p. 17

Instruction
9-9 Solid Figures—pp. 318–319

Teacher's Edition
Strategic Intervention: 2–3. Recognize and name solid figures—TE pp. 303F–303G
English Language Learners: Solid Figures—TE p. 303H

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

Readiness
Skills Update: Sides and Vertices—p. 16

Instruction
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Teacher's Edition
English Language Learners: Lines, Angles—TE p. 303H
Differentiated Instruction: Physically Impaired: Angles;
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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

Measurement

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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).

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.

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.

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.

SADLIER PROGRESS MATHEMATICS, GRADE 3

Readiness

Skills Update: Cup, Pint, Quart—p. 12
Skills Update: Liter—p. 13

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
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9-12 Volume—pp. 324–325
*9-12A Estimate and Measure Volume—Online
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8-11 Rename Units of Measure—pp. 280–281
8-12 Choose the Measuring Tool—pp. 282–283
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Enrichment

Compare Systems of Measure—p. 299

Readiness

Skills Update: Hour, Half Hour—p. 14

Instruction

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*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

Readiness

Skills Update: Money Less Than \$1.00—p. 3

Introduction to Problem Solving: Problem-Solving Strategy:
More Than One Step—p. 25

Instruction

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1-11 Make and Count Change—pp. 50–51
1-12 Compare and Round Money—pp. 52–53
1-13 Problem Solving Strategy: Draw a Picture—p. 55

Measurement

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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.

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.

3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.

SADLIER *PROGRESS MATHEMATICS*, GRADE 3

Application

1-14 Problem Solving Applications: Mixed Review—pp. 56–57

Teacher's Edition

Strategic Intervention: 7. Identify equal amounts in a group of coins—TE p. 29G

English Language Learners: Coins and Bills—TE p. 29H

Differentiated Instruction: At Risk: Make and Count Change;
Inclusion: Hundreds, Coins and Bills; Accelerated Learners:
Make and Count Change—TE p. 29J

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

Instruction

9-11 Area—pp. 322–323

*9-11A Area of a Rectangle—Online

*9-11B Area of Composite Shapes—Online

9-13 Problem Solving Strategy: Solve a Simpler Problem—pp. 326–327

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

Data Analysis

MATHEMATICS STANDARDS & DESCRIPTION, GRADE 3

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.

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.

SADLIER *PROGRESS MATHEMATICS*, GRADE 3

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

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