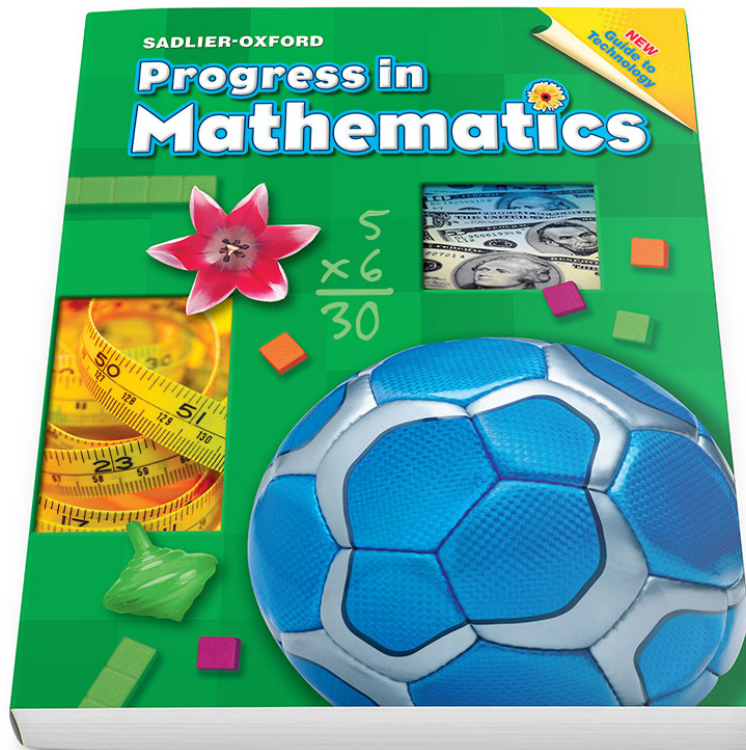


Progress in Mathematics

Correlation to the North Dakota Mathematics Standards JULY 2023

Grade 3



CONTENTS

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Data, Probability, and Statistics	
Data	30



Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Counting and Cardinality (CC)

3.NO.CC.1 Read and write numbers up to 10,000 using objects or visual representations, including standard, word, and expanded forms.

Clarification Spelling is not assessed.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Expanded Form—p. 1

CHAPTER 1 PLACE VALUE

- Lesson 1-1 Hundreds—pp. 30–31
- Lesson 1-5 What Is One Thousand?—pp. 38–39
- Lesson 1-6 Thousands—pp. 40–41
- Lesson 1-7 Ten Thousands and Hundred Thousands—pp. 42–43

WORKBOOK ADDITIONAL PRACTICE

- Lesson 1-1 Hundreds—p. 1
- Lesson 1-5 What Is One Thousand?—p.
- Lesson 1-6 Thousands—p. 4
- Lesson 1-7 Ten Thousands and Hundred Thousands—p. 5

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers
- Read, Write, and Compare Whole Numbers

Chapter 1 Reteach Videos

- Understanding Place Value and Comparing Whole Numbers

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Expanded Form

Base Ten (BT)

3.NO.NBT.1 Compare two four-digit numbers using symbols $>$, $<$, and $=$. Justify comparisons based on the value of thousands, hundreds, tens, and ones.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-2 Compare Numbers/Use a Place-Value Chart to Compare—pp. 32–33
- Lesson 1-3 Order Numbers—pp. 34–35
- Lesson 1-8 Compare and Order Larger Numbers—pp. 44–45

WORKBOOK ADDITIONAL PRACTICE

- Lesson 1-2 Compare Numbers—p. 2
- Lesson 1-3 Order Numbers—p. 2
- Lesson 1-8 Compare and Order Larger Numbers—p. 6

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Base Ten (BT)

3.NO.NBT.2 Apply place value understanding to round whole numbers to the nearest 10 or 100.

Clarification Ordering numbers may be included for number comparisons.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-3 Order Numbers—pp. 34–35
- Lesson 1-9 Round Numbers—pp. 46–47
- Lesson 1-12 Compare and Round Money—pp. 52–53

WORKBOOK ADDITIONAL PRACTICE

- Lesson 1-3 Order Numbers—p. 2
- Lesson 1-9 Round Numbers—p. 7
- Lesson 1-12 Compare and Round Money—p. 10

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Round Whole Numbers to the Nearest 10 or 100

Chapter 1 Reteach Videos

- Round Whole Numbers to the Nearest 10 or 100

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Numbers & Operations in Base Ten

- Round a whole number within 1000 to the nearest 10 or 100

3.NO.NBT.3 Add and subtract within 1000 using place value strategies, algorithms, and/or the relationship between addition and subtraction.

Clarification Apply a flexible understanding of both vertical and horizontal orientation.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 ADDITION

- Lesson 2-1 More Than Two Addends—pp. 64–65
- Lesson 2-2 Missing Addends—pp. 66–67
- Lesson 2-3 Add No Regrouping—pp. 68–69
- Lesson 2-4 Estimate Sums—pp. 70–71
- Lesson 2-5 Add with Regrouping—pp. 72–73
- Lesson 2-6 Regroup Tens—p. 74
- Lesson 2-7 Add Regroup Tens—p. 75
- Lesson 2-8 Add Regroup Twice—pp. 76–77
- Lesson 2-9 Three-Digit Addition—pp. 78–79
- Lesson 2-10 More Regrouping in Addition—pp. 80–81
- Lesson 2-11 Mental Math—pp. 82–83
- Lesson 2-12 Regroup Hundreds as Thousands—pp. 84–85
- Lesson 2-13 Three or More Addends—pp. 86–87
- Lesson 2-14 Add Larger Numbers—pp. 88–89

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 2-8A Addition Properties—pp. 175–176

WORKBOOK ADDITIONAL PRACTICE

- Lesson 2-1 More Than Two Addends—p. 13
- Lesson 2-2 Missing Addends—p. 13
- Lesson 2-3 Add No Regrouping—p. 14
- Lesson 2-4 Estimate Sums—p. 15
- Lesson 2-5 Add with Regrouping—p. 16
- Lesson 2-6 Regroup Tens—p. 17
- Lesson 2-7 Add Regroup Tens—p. 18
- Lesson 2-8 Add Regroup Twice—p. 19

continued

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Base Ten (BT)

continued

3.NO.NBT.3 Add and subtract within 1000 using place value strategies, algorithms, and/or the relationship between addition and subtraction.

Clarification Apply a flexible understanding of both vertical and horizontal orientation.

continued

continued

- Lesson 2-8A Addition Properties—p. 238
- Lesson 2-9 Three-Digit Addition—p. 20
- Lesson 2-10 More Regrouping in Addition—p. 20
- Lesson 2-11 Mental Math—p. 21
- Lesson 2-12 Regroup Hundreds as Thousands—p. 22
- Lesson 2-13 Three or More Addends—p. 23
- Lesson 2-14 Add Larger Numbers—p. 24

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 2 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 63A-63I

DIGITAL RESOURCES*

- Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support
 - Add and Subtract Fluently within 1,000
- Chapter 2 Reteach Videos
 - Add and Subtract Fluently

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Numbers & Operations in Base Ten
 - Fluently add within 1000

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 SUBTRACTION

- Lesson 3-1 Subtraction Concepts—pp. 100-101
- Lesson 3-2 Subtract: No Regrouping—pp. 102-103
- Lesson 3-3 Estimate Differences—pp. 104-105
- Lesson 3-4 Subtract with Regrouping—pp. 106-107
- Lesson 3-5 Regroup Hundreds and Dollars—pp. 108-109
- Lesson 3-6 Regroup Once in Subtraction—pp. 110-111
- Lesson 3-7 Regroup Twice in Subtraction—pp. 112-113
- Lesson 3-8 Regroup with Zeros—pp. 114-115
- Lesson 3-9 Regroup Thousands as Hundreds—pp. 116-117
- Lesson 3-10 Subtract Larger Numbers—pp. 118-119
- Lesson 3-11 Choose a Computation Method—pp. 120-121

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 3-12A Missing Operands—pp. 177-178

WORKBOOK ADDITIONAL PRACTICE

- Lesson 3-1 Subtraction Concepts—p. 27
- Lesson 3-2 Subtract: No Regrouping—p. 28
- Lesson 3-3 Estimate Differences—p. 29
- Lesson 3-4 Subtract with Regrouping—p. 30
- Lesson 3-5 Regroup Hundreds and Dollars—p. 31
- Lesson 3-6 Regroup Once in Subtraction—p. 32
- Lesson 3-7 Regroup Twice in Subtraction—p. 33
- Lesson 3-8 Regroup with Zeros—p. 34
- Lesson 3-9 Regroup Thousands as Hundreds—p. 35
- Lesson 3-10 Subtract Larger Numbers—p. 36
- Lesson 3-11 Choose a Computation Method—p. 37
- Lesson 3-12A Missing Operands—p. 239

continued

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Base Ten (BT)

continued

3.NO.NBT.3 Add and subtract within 1000 using place value strategies, algorithms, and/or the relationship between addition and subtraction.

Clarification Apply a flexible understanding of both vertical and horizontal orientation.

continued

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 3 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 99A–99I

DIGITAL RESOURCES*

- Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support
- Add and Subtract Fluently within 1,000
- Chapter 3 Reteach Videos
- Add and Subtract Fluently

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Numbers & Operations in Base Ten
- Fluently subtract within 1000

3.NO.NBT.4 Multiply one-digit whole numbers by multiples of 10 within 100.

Clarification Apply a flexible understanding of both vertical and horizontal orientation.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Count by 2s, 5s, 10s—p. 2

CHAPTER 10 MULTIPLY BY ONE DIGIT

- Lesson 10-1 Multiplication Patterns—pp. 336–337

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 10-1A Multiply with Multiples (multiples of 10)—pp. 219–220

WORKBOOK ADDITIONAL PRACTICE

- Lesson 10-1 Multiplication Patterns—p. 125
- Lesson 10-1A Multiply with Multiples—p. 260

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
- Multiply One-Digit Whole Numbers by Multiples of 10
- Chapter 1 Reteach Videos
- Multiplying by Multiples of 10

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Count by 2s, 5s, 10s

INTERACTIVE PRACTICE

- Numbers & Operations in Base Ten
- Multiply a 1-digit whole number by a multiple of 10 up to 90

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Fractions (NF)

3.NO.NF.1 Partition two-dimensional figures into equal areas and express the area of each part as a unit fraction of the whole. Describe using the language of sixths, eighths, a sixth of, and an eighth of.

Clarification Two-dimensional figures are partitioned into halves, fourths, and thirds in prior grades (see 1.NO.NF.1 and 2.NO.NF.1).

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Fractions: Part of a Whole—p. 8

CHAPTER 12 FRACTIONS

- Lesson 12-1 Fractions—pp. 386–387
- Lesson 12-4 Compare Fractions—pp. 392–393

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 12-1A Use Fractions (partition plane shapes into equal parts)—pp. 221–222

WORKBOOK ADDITIONAL PRACTICE

- Lesson 12-1 Fractions—p. 144
- Lesson 12-1A Use Fractions—p. 261
- Lesson 12-4 Compare Fractions—p. 147

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 12 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 385A–385I

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
 - Partition Shapes to Make Equal Areas
- Chapter 1 Reteach Videos
 - Partition Shapes to Make Equal Areas

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
 - Fractions: Part of a Whole

INTERACTIVE PRACTICE

- Geometry
 - Express the area of a part of a shape as a unit fraction
 - Partition a shape into parts with equal areas

3.NO.NF.2 Represent and understand a fraction as a number on a number line.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 12 FRACTIONS

- Lesson 12-4 Compare Fractions (number lines)—pp. 392–393
- Lesson 12-7 Mixed Numbers (number lines)—pp. 398–399

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 12-1B Unit Fractions on a Number Line—pp. 223–224
- Lesson 12-1C Fractions on a Number Line—pp. 225–226
- Lesson 12-2A Model Equivalent Fractions (number lines)—pp. 227–228
- Lesson 12-4B Fraction Sense—pp. 233–234

WORKBOOK ADDITIONAL PRACTICE

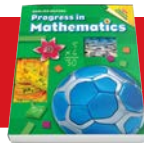
- Lesson 12-1B Unit Fractions on a Number Line—p. 262
- Lesson 12-1C Fractions on a Number Line—p. 263
- Lesson 12-4 Compare Fractions—p. 147
- Lesson 12-4B Fraction Sense—p. 267
- Lesson 12-7 Mixed Numbers—p. 150

continued

continued

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

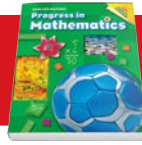
PROGRESS IN MATHEMATICS — GRADE 3

Fractions (NF)

<p style="text-align: center;"><i>continued</i></p> <p>3.NO.NF.2 Represent and understand a fraction as a number on a number line.</p>	<p style="text-align: center;"><i>continued</i></p> <p><u>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</u></p> <ul style="list-style-type: none"> Chapter 12 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 385A–385I <p><u>DIGITAL RESOURCES*</u></p> <p>Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Understand Fractions on the Number Line <hr/> <p><u>OTHER DIGITAL RESOURCES*</u></p> <p>INTERACTIVE PRACTICE</p> <p>Numbers & Operations—Fractions</p> <ul style="list-style-type: none"> Represent a unit fraction on a number line Relate a fraction to a point on a number line
<p>3.NO.NF.3 Represent equivalent fractions using visual representations and number lines.</p>	<p><u>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*</u></p> <p>CHAPTER 12 FRACTIONS</p> <ul style="list-style-type: none"> Lesson 12-2 Equivalent Fractions (visual representations)—pp. 388–389 <p><u>WORKBOOK INSTRUCTION & PRACTICE</u></p> <ul style="list-style-type: none"> Lesson 12-2A Model Equivalent Fractions (number lines)—pp. 227–228 <p><u>WORKBOOK ADDITIONAL PRACTICE</u></p> <ul style="list-style-type: none"> Lesson 12-2 Equivalent Fractions—p. 145 Lesson 12-2A Model Equivalent Fractions—p. 264 <p><u>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</u></p> <ul style="list-style-type: none"> Chapter 12 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 385A–385I <p><u>DIGITAL RESOURCES*</u></p> <p>Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Understand Equivalent Fractions Write Equivalent Fractions <p>Chapter 12 Reteach Videos</p> <ul style="list-style-type: none"> Understand and Write Equivalent Fractions <hr/> <p><u>OTHER DIGITAL RESOURCES*</u></p> <p>INTERACTIVE PRACTICE</p> <p>Numbers & Operations—Fractions</p> <ul style="list-style-type: none"> Understand what it means for 2 fractions to be equivalent Explain fraction equivalence using a fraction model Generate simple equivalent fractions Recognize equivalent fractions

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Fractions (NF)

3.NO.NF.4 Recognize whole numbers as fractions and express fractions that are equivalent to whole numbers.

Clarification Within this standard, learners will go beyond 1.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 12 FRACTIONS

- Lesson 12-2 Equivalent Fractions—pp. 388–389

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 12-2A Model Equivalent Fractions (express whole numbers as fractions and vice versa)—pp. 227–228

WORKBOOK ADDITIONAL PRACTICE

- Lesson 12-2 Equivalent Fractions—p. 145
- Lesson 12-2A Model Equivalent Fractions—p. 264

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 12 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 385A–385I

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Equivalent Fractions

Chapter 12 Reteach Videos

- Understand and Write Equivalent Fractions

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Numbers & Operations—Fractions

- Express a whole number as a fraction or vice versa
- Explain fraction equivalence using a fraction model
- Generate simple equivalent fractions
- Recognize equivalent fractions

3.NO.NF.5 Compare fractions of the same whole having the same numerators or denominators, using symbols $>$, $<$, and $=$ by reasoning about their size (fractions should be limited to denominators of 2, 3, 4, 6, and 8 and should not exceed the whole).

Clarification Ordering numbers may be included for number comparisons.

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CHAPTER 12 FRACTIONS

- Lesson 12-4 Compare Fractions—pp. 392–393
- Lesson 12-5 Order Fractions—pp. 394–395

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 12-3A Compare Like Fractions Using Models—pp. 229–230

WORKBOOK ADDITIONAL PRACTICE

- Lesson 12-3A Compare Like Fractions Using Models—p. 265
- Lesson 12-4 Compare Fractions—p. 147
- Lesson 12-5 Order Fractions—p. 148

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 12 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 385A–385I

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Fractions: Same Denominator

Chapter 12 Reteach Videos

- Comparing Fractions with Same Numerators and Denominators

OTHER DIGITAL RESOURCES*

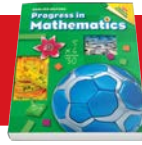
INTERACTIVE PRACTICE

Numbers & Operations—Fractions

- Compare two fractions with like denominators
- Compare two fractions with like numerators
- Justify the result of comparing two fractions with like numerators or denominators

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Numbers and Operations (NO)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

3.AR.OA.1 Using mental strategies, multiply and divide basic facts within 100. Automatically multiply and divide up to 5×5 and 10s facts.

Clarification Develop a flexible understanding of both vertical and horizontal orientation. Students will continue to learn multiplication and division within the range of basic facts to 100, but automaticity is expected within the range of 5×5 and 10s facts. Continued automaticity of facts continues in 4.AR.OA.1.

See Appendix B for recommended automaticity.

continued

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SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Mental Math Strategies—p. 6

CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-1 Understand Multiplication—pp. 132–133
- Lesson 4-2 One and Zero as Factors—pp. 134–135
- Lesson 4-3 Multiply Twos—pp. 136–137
- Lesson 4-4 Multiply Threes—pp. 138–139
- Lesson 4-5 Multiply Fours—pp. 140–141
- Lesson 4-6 Multiply Fives—pp. 142–143

WORKBOOK ADDITIONAL PRACTICE

- Lesson 4-1 Understand Multiplication—p. 40
- Lesson 4-2 One and Zero as Factors—p. 41
- Lesson 4-3 Multiply Twos—p. 42
- Lesson 4-4 Multiply Threes—p. 43
- Lesson 4-5 Multiply Fours—p. 44
- Lesson 4-6 Multiply Fives—p. 45

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 4 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 131A–131I

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-1 Understand Division—pp. 162–163
- Lesson 5-2 One and Zero in Division—pp. 164–165
- Lesson 5-3 Divide by 2—pp. 166–167
- Lesson 5-4 Divide by 3—pp. 168–169
- Lesson 5-5 Divide by 4—pp. 170–171
- Lesson 5-6 Divide by 5—pp. 172–173
- Lesson 5-7 Relate Multiplication and Division—pp. 174–175
- Lesson 5-9 Function Machines—pp. 178–179

WORKBOOK ADDITIONAL PRACTICE

- Lesson 5-1 Understand Division—p. 52
- Lesson 5-2 One and Zero in Division—p. 53
- Lesson 5-3 Divide by 2—p. 54
- Lesson 5-4 Divide by 3—p. 55
- Lesson 5-5 Divide by 4—p. 56
- Lesson 5-6 Divide by 5—p. 57
- Lesson 5-7 Relate Multiplication and Division—p. 58
- Lesson 5-9 Function Machines—p. 60

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 5 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 161A–161I

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Mental Math Strategies

continued

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

3.AR.OA.1 Using mental strategies, multiply and divide basic facts within 100. Automatically multiply and divide up to 5×5 and 10s facts.

Clarification Develop a flexible understanding of both vertical and horizontal orientation. Students will continue to learn multiplication and division within the range of basic facts to 100, but automaticity is expected within the range of 5×5 and 10s facts. Continued automaticity of facts continues in 4.AR.OA.1.

See Appendix B for recommended automaticity.

continued

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Interpret a multiplication fact as a sum of equal groups
- Interpret a quotient as a partitioning into equal shares
- Fluently divide within 100, using basic facts
- Fluently multiply within 100, using basic facts

3.AR.OA.2 Apply the properties of operations to solve multiplication and division equations and justify thinking.

Clarification Apply a flexible understanding of both vertical and horizontal orientation.

Properties of Operations – See Appendix A, Table 1.

Assessment Boundary: Learners utilize commutative, associative, and distributive properties without formal language.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-2 One and Zero as Factors (identity property/zero property of multiplication)—pp. 134–135
- Lesson 4-9 Order in Multiplication—pp. 148–149

WORKBOOK ADDITIONAL PRACTICE

- Lesson 4-2 One and Zero as Factors—p. 41
- Lesson 4-9 Order in Multiplication—p. 48

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- Chapter 4 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 131A–131I

CHAPTER 6 MORE MULTIPLICATION AND DIVISION FACTS

- Lesson 6-6 Multiply Three Numbers (associative property)—pp. 198–199

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 6-5A Break Apart Numbers to Multiply (distributive property)—pp. 187–188
- Lesson 6-5B Multiplication Tables (apply properties of multiplication/commutative property)—pp. 189–190

WORKBOOK ADDITIONAL PRACTICE

- Lesson 6-5B Multiplication Tables—p. 245
- Lesson 6-6 Multiply Three Numbers—p. 68

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 6 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 189A–189I

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Apply Commutative and Associative Properties to Multiply
- Apply the Distributive Property to Multiply

Chapter 6 Reteach Videos

- Applying Properties to Multiply

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Multiply whole numbers within 100 using properties of operations

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

3.AR.OA.3 Solve two-step authentic word problems using addition and subtraction within 1000, including equations with a letter as an unknown.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

INTRODUCTION TO PROBLEM SOLVING

- Introduction to Problem Solving: Problem-Solving Model—pp. 22–23
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DIGITAL RESOURCES*

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- Problem Solving: Two-Step Problems
- Problem Solving: Use Equations

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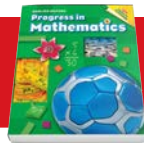
- Problem Solving: Two-Step Problems and Using Equations

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

- 3.AR.OA.3** Solve two-step authentic word problems using addition and subtraction within 1000, including equations with a letter as an unknown.

continued

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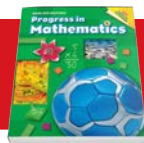
DIGITAL RESOURCES*

- Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Two-Step Problems
 - Problem Solving: Use Equations
- Chapter 3 Reteach Videos
- Problem Solving: Two-Step Problems and Using Equations

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

3.AR.OA.3 Solve two-step authentic word problems using addition and subtraction within 1000, including equations with a letter as an unknown.

continued

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Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Two-Step Problems
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OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Estimate the solution to an addition or subtraction problem
- Represent a 2-step problem using an equation with a variable
- Solve a 2-step problem with whole numbers using any 4 operations
- Understand the meaning of a variable

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

3.AR.OA.4 Use strategies and visual models to solve authentic word problems with multiplication within 100, including unknowns, using grouping models and equations.

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STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

- 3.AR.OA.4** Use strategies and visual models to solve authentic word problems with multiplication within 100, including unknowns, using grouping models and equations.

continued

continued

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

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- Problem Solving: Use Equations
- Interpret Products of Whole Numbers
- Problem Solving: Multiplication/Division and Equal Groups
- Problem Solving: Multiplication/Division and Arrays
- Find Unknown Numbers in Multiplication and Division Equations
- Apply Commutative and Associative Properties to Multiply
- Apply the Distributive Property to Multiply

Chapter 4 Reteach Videos

- Problem Solving: Multiplication/Division and Equal Groups
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- Problem Solving: Two-Step Problems and Using Equations
- Problem Solving: Multiplication/Division and Equal Groups
- Problem Solving: Multiplication/Division and Arrays

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

- 3.AR.OA.4** Use strategies and visual models to solve authentic word problems with multiplication within 100, including unknowns, using grouping models and equations.

continued

continued

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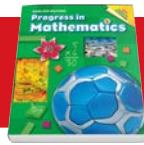
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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

<p style="text-align: center;"><i>continued</i></p> <p>3.AR.OA.4 Use strategies and visual models to solve authentic word problems with multiplication within 100, including unknowns, using grouping models and equations.</p>	<p style="text-align: center;"><i>continued</i></p> <p>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</p> <ul style="list-style-type: none"> Chapter 14 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 439A–439I <p>DIGITAL RESOURCES*</p> <p>Chapter 14 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Problem Solving: Use Equations <p>Chapter 14 Reteach Videos</p> <ul style="list-style-type: none"> Problem Solving: Two-Step Problems and Using Equations <p>OTHER DIGITAL RESOURCES*</p> <p>INTERACTIVE PRACTICE</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> Determine the unknown in a multiplication equation Solve a 2-step problem with whole numbers using any 4 operations Represent a problem involving multiplication or division, using an array, area, or equal groups model
<p>3.NO.NF.5 Use strategies and visual models to solve authentic word problems with division within 100, including unknowns, using grouping models and equations.</p> <p style="text-align: center;"><i>continued</i></p>	<p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*</p> <p>INTRODUCTION TO PROBLEM SOLVING</p> <ul style="list-style-type: none"> Introduction to Problem Solving: Problem-Solving Model—pp. 22–23 <ul style="list-style-type: none"> Write a Number Sentence Use More Than One Step <p>CHAPTER 5 DIVISION CONCEPTS AND FACTS</p> <ul style="list-style-type: none"> Lesson 5-1 Understand Division—pp. 162–163 Lesson 5-2 One and Zero in Division—pp. 164–165 Lesson 5-3 Divide by 2—pp. 166–167 Lesson 5-4 Divide by 3—pp. 168–169 Lesson 5-5 Divide by 4—pp. 170–171 Lesson 5-6 Divide by 5—pp. 172–173 Lesson 5-7 Relate Multiplication and Division—pp. 174–175 Lesson 5-8 Divide Cents—pp. 176–177 Lesson 5-10 Problem Solving Strategy: Write a Number Sentence—pp. 180–181 Lesson 5-11 Problem Solving Applications: Mixed Review—pp. 182–183 <p>WORKBOOK INSTRUCTION & PRACTICE</p> <ul style="list-style-type: none"> Lesson 5-6A Division Stories—pp. 185–186 <p>WORKBOOK ADDITIONAL PRACTICE</p> <ul style="list-style-type: none"> Lesson 5-1 Understand Division—p. 52 Lesson 5-2 One and Zero in Division—p. 53 Lesson 5-3 Divide by 2—p. 54 Lesson 5-4 Divide by 3—p. 55 Lesson 5-5 Divide by 4—p. 56 Lesson 5-6 Divide by 5—p. 57 Lesson 5-6A Division Stories—p. 243 Lesson 5-7 Relate Multiplication and Division—p. 58 Lesson 5-8 Divide Cents—p. 59 Lesson 5-10 Problem Solving Strategy: Write a Number Sentence—p. 61 Lesson 5-11 Problem Solving Applications: Mixed Review—p. 62 <p style="text-align: center;"><i>continued</i></p>

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

- 3.NO.NF.5** Use strategies and visual models to solve authentic word problems with division within 100, including unknowns, using grouping models and equations.

continued

continued

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- Chapter 5 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 161A-161I

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Multiplication/Division and Equal Groups
- Problem Solving: Multiplication/Division and Arrays
- Divide by Finding an Unknown Factor
- Problem Solving: Measurement
- Interpret Quotients of Whole Numbers

Chapter 5 Reteach Videos

- Problem Solving: Multiplication/Division and Equal Groups
- Problem Solving: Multiplication/Division and Arrays
- Find Unknown Numbers in Multiplication and Division Equations
- Interpret Quotients of Whole Numbers

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DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

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- Problem Solving: Multiplication/Division and Equal Groups
- Problem Solving: Multiplication/Division and Arrays

Chapter 6 Reteach Videos

- Problem Solving: Two-Step Problems and Using Equations
- Problem Solving: Multiplication/Division and Equal Groups
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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

- 3.NO.NF.5** Use strategies and visual models to solve authentic word problems with division within 100, including unknowns, using grouping models and equations.

continued

continued

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

<p><i>continued</i></p> <p>3.NO.NF.5 Use strategies and visual models to solve authentic word problems with division within 100, including unknowns, using grouping models and equations.</p>	<p><i>continued</i></p> <p>OTHER DIGITAL RESOURCES* INTERACTIVE PRACTICE</p> <p>Operations & Algebraic Thinking</p> <ul style="list-style-type: none"> Solve a word problem within 100 involving arrays Solve a word problem within 100 involving equal groups Solve a word problem within 100 involving measurement Determine the unknown in a division equation Represent a 2-step problem using an equation with a variable Solve a 2-step problem with whole numbers using any 4 operations Represent a problem involving multiplication or division, using an array, area, or equal groups model
<p>3.AR.OA.6 Identify arithmetic patterns and explain them using the properties of operations.</p> <p>Clarification Properties of Operations – See Appendix A, Table 1.</p> <p>Example Observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.</p> <p>Assessment Boundary Learners utilize commutative, associative, and distributive properties without formal language.</p> <p style="text-align: right;"><i>continued</i></p>	<p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS</p> <ul style="list-style-type: none"> Count by 2s, 5s, 10s—p. 2 Patterns—p. 7 <p>CHAPTER 1 PLACE VALUE</p> <ul style="list-style-type: none"> Lesson 1-4 Counting Patterns—pp. 36–37 <p>WORKBOOK ADDITIONAL PRACTICE</p> <ul style="list-style-type: none"> Lesson 1-4 Counting Patterns—p. 3 <p>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</p> <ul style="list-style-type: none"> Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I <p>DIGITAL RESOURCES* Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Identify and Explain Arithmetic Patterns <p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* CHAPTER 2 ADDITION</p> <p>WORKBOOK INSTRUCTION & PRACTICE</p> <ul style="list-style-type: none"> Lesson 2-8A Addition Properties—pp. 175–176 <p>WORKBOOK ADDITIONAL PRACTICE</p> <ul style="list-style-type: none"> Lesson 2-8A Addition Properties—p. 238 <p>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</p> <ul style="list-style-type: none"> Chapter 2 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 63A–63I <p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK* CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS</p> <ul style="list-style-type: none"> Lesson 4-3 Multiply Twos—pp. 136–137 Lesson 4-4 Multiply Threes—pp. 138–139 Lesson 4-5 Multiply Fours—pp. 140–141 Lesson 4-6 Multiply Fives—pp. 142–143 Ch. 4 Enrichment: Predict Patterns of Sums—p. 157 <p>WORKBOOK INSTRUCTION & PRACTICE</p> <ul style="list-style-type: none"> Lesson 4-6A Multiplication and Arrays—pp. 179–180 <p style="text-align: right;"><i>continued</i></p>

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

3.AR.OA.6 Identify arithmetic patterns and explain them using the properties of operations.

Clarification Properties of Operations – See Appendix A, Table 1.

Example Observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.

Assessment Boundary Learners utilize commutative, associative, and distributive properties without formal language.

continued

continued

WORKBOOK ADDITIONAL PRACTICE

- Lesson 4-3 Multiply Twos—p. 42
- Lesson 4-4 Multiply Threes—p. 43
- Lesson 4-5 Multiply Fours—p. 44
- Lesson 4-6 Multiply Fives—p. 45
- Lesson 4-6A Multiplication and Arrays—p. 240

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 4 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 131A-131I

DIGITAL RESOURCES*

- Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support
- Identify and Explain Arithmetic Patterns

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 MORE MULTIPLICATION AND DIVISION FACTS

- Lesson 6-2 Multiply Sixes—p. 191
- Lesson 6-3 Multiply Sevens—pp. 192-193
- Lesson 6-4 Multiply Eights—pp. 194-195
- Lesson 6-5 Multiply Nines—pp. 196-197
- Lesson 6-8 Divide by 6—p. 70
- Lesson 6-9 Divide by 7—p. 71
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- Lesson 6-11 Divide by 9—p. 73
- Lesson 6-12 Operation Patterns—p. 74

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 6-5B Multiplication Tables (apply properties of multiplication)—pp. 189-190

WORKBOOK ADDITIONAL PRACTICE

- Lesson 6-2 Multiply Sixes—p. 64
- Lesson 6-3 Multiply Sevens—p. 65
- Lesson 6-4 Multiply Eights—p. 66
- Lesson 6-5 Multiply Nines—p. 67
- Lesson 6-5B Multiplication Tables—p. 245
- Lesson 6-8 Divide by 6—p. 70
- Lesson 6-9 Divide by 7—p. 71
- Lesson 6-10 Divide by 8—p. 72
- Lesson 6-11 Divide by 9—p. 73
- Lesson 6-12 Operation Patterns—p. 74

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- Chapter 6 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 189A-189I

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Identify and Explain Arithmetic Patterns
- Multiply One-Digit Whole Numbers by Multiples of 10

Chapter 6 Reteach Videos

- Multiplying by Multiples of 10

continued

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Algebraic Reasoning (AR)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Operations and Algebraic Thinking (OA)

continued

3.AR.OA.6 Identify arithmetic patterns and explain them using the properties of operations.

Clarification Properties of Operations – See Appendix A, Table 1.

Example Observe that 4 times a number is always even and explain why 4 times a number can be decomposed into two equal addends.

Assessment Boundary Learners utilize commutative, associative, and distributive properties without formal language.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 MULTIPLY BY ONE DIGIT

- Lesson 10-1 Multiplication Patterns—pp. 336–337

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 10-1A Multiply with Multiples—pp. 219–220

WORKBOOK ADDITIONAL PRACTICE

- Lesson 10-1 Multiplication Patterns—p. 125
- Lesson 10-1A Multiply with Multiples—p. 260

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 10 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 335A–335I

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Identify and Explain Arithmetic Patterns
- Multiply One-Digit Whole Numbers by Multiples of 10

Chapter 10 Reteach Videos

- Multiplying by Multiples of 10

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CHAPTER 13 DECIMALS

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

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- Lesson 13-8 Problem Solving Strategy: Find a Pattern—p. 163

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- Chapter 13 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 415A–415I

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support

- Identify and Explain Arithmetic Patterns

Chapter 13 Reteach Videos

- Identify and Explain Arithmetic Patterns

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Count by 2s, 5s, 10s
- Patterns

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Explain arithmetic patterns using properties of operations
- Identify arithmetic patterns

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Geometry (G)

3.GM.G.1 In two-dimensional shapes, identify lines, angles (right, acute, obtuse), and perpendicular and parallel lines.

Clarification Two-dimensional shapes include quadrilaterals and right triangles.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 GEOMETRY

- Lesson 9-1 Lines/Special Lines (parallel, perpendicular)—pp. 304-305
- Lesson 9-2 Angles (right, acute, obtuse)—pp. 306-307
- Lesson 9-3 Polygons and Circles—pp. 308-309
- Lesson 9-4 Triangles—pp. 310-311

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 9-4A Quadrilaterals—pp. 205-206

WORKBOOK ADDITIONAL PRACTICE

- Lesson 9-1 Lines—p. 111
- Lesson 9-2 Angles—p. 112
- Lesson 9-3 Polygons and Circles—p. 113
- Lesson 9-4 Triangles—p. 114
- Lesson 9-4A Quadrilaterals—p. 253

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- Chapter 9 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 303A-303I

3.GM.G.2 Sort quadrilaterals into categories based on attributes.

Clarification Quadrilaterals may share attributes, and attributes can define a larger category. (See Appendix D)

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CHAPTER 9 GEOMETRY

- Lesson 9-3 Polygons and Circles—pp. 308-309

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 9-4A Quadrilaterals—pp. 205-206

WORKBOOK ADDITIONAL PRACTICE

- Lesson 9-3 Polygons and Circles—p. 113
- Lesson 9-4A Quadrilaterals—p. 253

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- Chapter 9 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 303A-303I

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Geometry

- Identify a common subcategory of quadrilaterals
- Identify quadrilaterals not in common subcategories
- Understand that shapes in different categories may share attributes
- Understand that shapes with shared attributes can define a larger category

3.GM.G.3 Identify lines of symmetry in quadrilaterals.

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CHAPTER 9 GEOMETRY

- Lesson 9-7 Symmetry—p. 316

WORKBOOK ADDITIONAL PRACTICE

- Lesson 9-7 Symmetry—p. 117

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

3.GM.M.1 Measure lengths using rulers marked with halves and fourths of an inch.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 MEASUREMENT AND TIME

- Lesson 8-1 Quarter Inch, Half Inch, Inch—pp. 260–261

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 9-4A Quadrilaterals—pp. 205–206

WORKBOOK ADDITIONAL PRACTICE

- Lesson 8-1 Quarter Inch, Half Inch, Inch—p. 92

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 8 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 259A–259I

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Measure length to the nearest half inch or quarter inch

3.GM.M.2 Measure and estimate liquid volumes and masses of objects using standard units. Solve one-step authentic word problems involving masses or volume given in the same units.

Clarification Standard units: grams (g), kilograms (kg), and liters (l).

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CHAPTER 8 MEASUREMENT AND TIME

- Lesson 8-4 Customary Units of Capacity—pp. 266–267
- Lesson 8-5 Ounce, Pound—pp. 268–269
- Lesson 8-9 Milliliter, Liter—pp. 276–277
- Lesson 8-10 Gram, Kilogram—pp. 278–279

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 8-10A Estimate and Measure Masses—pp. 199–200

WORKBOOK ADDITIONAL PRACTICE

- Lesson 8-4 Customary Units of Capacity—p. 95
- Lesson 8-5 Ounce, Pound—p. 96
- Lesson 8-9 Milliliter, Liter—p. 100
- Lesson 8-10 Gram, Kilogram—p. 101
- Lesson 8-10A Estimate and Measure Masses—p. 250

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- Chapter 8 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 259A–259I

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Liquid Volumes and Masses

Chapter 8 Reteach Videos

- Problem Solving: Liquid Volumes and Masses

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Estimate a liquid volume in liters
- Estimate the mass of an object using grams or kilograms
- Measure a liquid volume in liters
- Solve a 1-step problem involving mass or volume

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

3.GM.M.3 Tell and write time to the nearest minute and measure time intervals in minutes.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 MEASUREMENT AND TIME

- Lesson 8-14 Quarter Hour—pp. 286–287
- Lesson 8-15 Minutes—pp. 288–289

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 8-16A Time on a Number Line—pp. 203–204

WORKBOOK ADDITIONAL PRACTICE

- Lesson 8-14 Quarter Hour—p. 105
- Lesson 8-15 Minutes—p. 106
- Lesson 8-16A Time on a Number Line—p. 252

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- Chapter 8 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 259A–259I

DIGITAL RESOURCES*

- Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Time
- Chapter 8 Reteach Videos
- Problem Solving: Time

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

- Measurement & Data
- Tell and write time to the nearest minute

3.GM.M.4 Solve elapsed time authentic word problems on the hour and the half-hour, using a variety of strategies.

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SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Hour, Half Hour—p. 14

CHAPTER 8 MEASUREMENT AND TIME

- Lesson 8-16 Elapsed Time—pp. 290–291

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 8-16A Time on a Number Line (elapsed time)—pp. 203–204

WORKBOOK ADDITIONAL PRACTICE

- Lesson 8-16 Elapsed Time—p. 107
- Lesson 8-16A Time on a Number Line—p. 252

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OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Hour, Half Hour

INTERACTIVE PRACTICE

- Measurement & Data
- Solve a problem involving addition or subtraction of time intervals

continued

continued

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

<i>continued</i>	<i>continued</i>
<p>3.GM.M.4 Solve elapsed time authentic word problems on the hour and the half-hour, using a variety of strategies.</p>	<p>OTHER DIGITAL RESOURCES*</p> <p>SKILLS UPDATE Instruction/Student Practice</p> <ul style="list-style-type: none"> Hour, Half Hour <p>INTERACTIVE PRACTICE Measurement & Data</p> <ul style="list-style-type: none"> Solve a problem involving addition or subtraction of time intervals
<p>3.GM.M.5 Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately.</p> <p>Assessment Boundary Word problems do not include the use of decimals.</p>	<p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*</p> <p>SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS</p> <ul style="list-style-type: none"> Money Less Than \$1.00—p. 3 <p>CHAPTER 1 PLACE VALUE</p> <ul style="list-style-type: none"> Lesson 1-10 Coins and Bills—pp. 48-49 Lesson 1-11 Make and Count Change—pp. 50-51 Lesson 1-12 Compare and Round Money—pp. 52-53 Lesson 1-13 Problem Solving Strategy: Draw a Picture—pp. 54-55 Lesson 1-14 Problem Solving Applications: Mixed Review—pp. 56-57 <p>WORKBOOK ADDITIONAL PRACTICE</p> <ul style="list-style-type: none"> Lesson 1-10 Coins and Bills—p. 8 Lesson 1-11 Make and Count Change—p. 9 Lesson 1-12 Compare and Round Money—p. 10 Lesson 1-13 Problem Solving Strategy: Draw a Picture—p. 11 Lesson 1-14 Problem Solving Applications: Mixed Review—p. 12 <p>TEACHER'S EDITION/TEACHER'S EDITION eBOOK*</p> <ul style="list-style-type: none"> Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A-29I <p>STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*</p> <p>CHAPTER 2 ADDITION</p> <ul style="list-style-type: none"> Lesson 2-1 More Than Two Addends (using the ¢ symbol)—pp. 64-65 Lesson 2-4 Estimate Sums—pp. 70-71 Lesson 2-5 Add with Regrouping (money amounts)—pp. 72-73 Lesson 2-7 Add Regroup Tens (money amounts)—p. 75 Lesson 2-9 Three-Digit Addition (money amounts)—pp. 78-79 Lesson 2-10 More Regrouping in Addition—pp. 80-81 Lesson 2-13 Three or More Addends (pennies, dimes)—pp. 86-87 Lesson 2-14 Add Larger Numbers—pp. 88-89 Ch. 2 Enrichment: Coin Combinations—p. 95 <p>WORKBOOK ADDITIONAL PRACTICE</p> <ul style="list-style-type: none"> Lesson 2-1 More Than Two Addends—p. 13 Lesson 2-4 Estimate Sums—p. 15 Lesson 2-5 Add with Regrouping—p. 16 Lesson 2-7 Add Regroup Tens—p. 18 Lesson 2-8 Add Regroup Twice—p. 19 Lesson 2-9 Three-Digit Addition—p. 20 Lesson 2-10 More Regrouping in Addition—p. 20 Lesson 2-13 Three or More Addends—p. 23 Lesson 2-14 Add Larger Numbers—p. 24
<i>continued</i>	<i>continued</i>

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

continued

3.GM.M.5 Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately.

Assessment Boundary Word problems do not include the use of decimals.

continued

continued

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 1 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 29A–29I

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 SUBTRACTION

- Lesson 3-2 Subtract: No Regrouping—pp. 102–103
- Lesson 3-3 Estimate Differences—pp. 104–105
- Lesson 3-4 Subtract with Regrouping—pp. 106–107
- Lesson 3-5 Regroup Hundreds and Dollars—pp. 108–109
- Lesson 3-7 Regroup Twice in Subtraction—pp. 112–113
- Lesson 3-10 Subtract Larger Numbers/Making Change with Larger Numbers—pp. 118–119

WORKBOOK ADDITIONAL PRACTICE

- Lesson 3-2 Subtract: No Regrouping—p. 28
- Lesson 3-3 Estimate Differences—p. 29
- Lesson 3-4 Subtract with Regrouping—p. 30
- Lesson 3-5 Regroup Hundreds and Dollars—p. 31
- Lesson 3-7 Regroup Twice in Subtraction—p. 33
- Lesson 3-10 Subtract Larger Numbers—p. 36

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- Chapter 3 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 99A–99I

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-7 Multiply Cents—pp. 144–145

WORKBOOK ADDITIONAL PRACTICE

- Lesson 4-7 Multiply Cents—p. 46

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- Chapter 4 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 131A–131I

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-8 Divide Cents—pp. 176–177

WORKBOOK ADDITIONAL PRACTICE

- Lesson 5-8 Divide Cents—p. 59

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- Chapter 5 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 161A–161I

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 MULTIPLY BY ONE DIGIT

- Lesson 10-5 Multiply with Regrouping (using the ¢ symbol/dollar sign)—pp. 344–345

WORKBOOK ADDITIONAL PRACTICE

- Lesson 10-5 Multiply with Regrouping—p. 129

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- Chapter 10 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 335A–335I

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

continued

3.GM.M.5 Solve authentic word problems involving dollar bills, quarters, dimes, nickels, and pennies using the \$ and ¢ symbols appropriately.

Assessment Boundary Word problems do not include the use of decimals.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 11 DIVIDE BY ONE DIGIT

- Lesson 11-6 Estimate Quotients (money/dollar sign)—pp. 374–375

WORKBOOK ADDITIONAL PRACTICE

- Lesson 11-6 Estimate Quotients—p. 141

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CHAPTER 13 DECIMALS

- Lesson 13-6 Multiply Money—pp. 426–427
- Lesson 13-7 Divide Money—pp. 428–429
- Lesson 13-9 Problem Solving Applications: Mixed Review—pp. 432–433

WORKBOOK ADDITIONAL PRACTICE

- Lesson 13-6 Multiply Money—p. 161
- Lesson 13-7 Divide Money—p. 162
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OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Money Less Than \$1.00

3.GM.M.6 Solve problems involving the perimeters of rectangles given the side lengths or when given the perimeter and unknown side length(s).

Clarification Use rectangles with the same perimeter and different areas or with the same area and different perimeters.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 GEOMETRY

- Lesson 9-10 Perimeter—pp. 320–321

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 9-11C Perimeter and Area—pp. 211–212
- Lesson 9-11D Missing Dimensions (solve perimeter problems with missing lengths or widths)—pp. 213–214

WORKBOOK ADDITIONAL PRACTICE

- Lesson 9-10 Perimeter—p. 120
- Lesson 9-11C Perimeter and Area—p. 256
- Lesson 9-11D Missing Dimensions—p. 257

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 9 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 303A–303I

DIGITAL RESOURCES*

- Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support
- Problem Solving: Perimeter
- Chapter 9 Reteach Videos
- Problem Solving: Perimeter

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Geometry and Measurement (GM)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Measurement (M)

continued

3.GM.M.6 Solve problems involving the perimeters of rectangles given the side lengths or when given the perimeter and unknown side length(s).

Clarification Use rectangles with the same perimeter and different areas or with the same area and different perimeters.

continued

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Find an unknown side length of a polygon
- Find an unknown side length of a polygon to solve a real-world problem
- Find the perimeter of a polygon given the side lengths
- Find the perimeter of a polygon to solve a real-world problem
- Rectangles with the same area and different perimeters
- Rectangles with the same perimeter and different areas

3.GM.M.7 Recognize area as an attribute of plane figures and understand concepts of area measurement.

Clarification A square with a side length of 1 unit, called “a unit square,” is said to have “one square unit” of area and can be used to measure area. 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.

3.GM.M.8 Find the area of a rectangle with whole-number side lengths by modeling with unit squares; show that area can be additive and is the same as would be found by multiplying the side lengths.

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CHAPTER 9 GEOMETRY

- Lesson 9-11 Area—pp. 322–323

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 9-11A Area of a Rectangle—pp. 207–208
- Lesson 9-11B Area of Composite Shapes—pp. 209–210

WORKBOOK ADDITIONAL PRACTICE

- Lesson 9-11 Area—p. 121
- Lesson 9-11A Area of a Rectangle—p. 254
- Lesson 9-11B Area of Composite Shapes—p. 255

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- Chapter 9 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 303A–303I

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Concepts of Area Measurement

Chapter 9 Reteach Videos

- Understanding Area

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Understand that area can be measured using unit squares
- Relate area to the number of square units
- Find the area of a rectangle by tiling
- Find the same area by tiling and by multiplying side lengths
- Find the area of a rectangle by multiplying side lengths
- Find the area of a rectangle to solve a problem
- Demonstrate the distributive property using tiling in an array
- Represent the distributive property using area models

*Digital resources available at SadlierConnect.com

Online resources include Professional Development, Assessments, Enrichment Activities, Blackline Masters, Problem of the Day, Games & Study Aids, Take-Home Activities, and Teacher Resources



Data, Probability, and Statistics (DPS)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Data (D)

3.DPS.D.1 Formulate questions to collect, organize, and represent data with more than four categories using scaled picture and bar graphs.

Clarification This includes collecting observations, surveys, or experiments to collect data to best-fit hypotheses or questions.

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SKILLS UPDATE: REVIEW OF GRADE 2 SKILLS

- Read a Pictograph—p. 19
- Read a Bar Graph—p. 20

CHAPTER 7 STATISTICS AND PROBABILITY

- Lesson 7-1 Pictographs—pp. 226–227
- Lesson 7-2 Bar Graphs—pp. 228–229
- Lesson 7-3 Surveys—pp. 230–231

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 7-2A Data and Two-Step Problems—pp. 197–198

WORKBOOK ADDITIONAL PRACTICE

- Lesson 7-1 Pictographs—p. 78
- Lesson 7-2 Bar Graphs—p. 79
- Lesson 7-2A Data and Two-Step Problems—p. 249
- Lesson 7-3 Surveys—p. 80

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- Chapter 7 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 225A–225I

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Draw Graphs to Represent Categorical Data

Chapter 7 Reteach Videos

- Representing Categorical and Measurement Data

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Read a Pictograph
- Read a Bar Graph

INTERACTIVE PRACTICE

Measurement & Data

- Draw a scaled pictograph or scaled bar graph
- Solve 1-or 2-step problems about data on a scaled graph

3.DPS.D.2 Generate data and create line plots marked in whole numbers, halves, and fourths of a unit.

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CHAPTER 7 STATISTICS AND PROBABILITY

- Lesson 7-5 Line Plots—pp. 234–235

WORKBOOK ADDITIONAL PRACTICE

- Lesson 7-5 Line Plots—p. 82

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- Chapter 7 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 225A–225I

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Display measurement length data on a line plot (marked in whole numbers, halves, and fourths of a unit)

*Digital resources available at SadlierConnect.com

Online resources include Professional Development, Assessments, Enrichment Activities, Blackline Masters, Problem of the Day, Games & Study Aids, Take-Home Activities, and Teacher Resources



Data, Probability, and Statistics (DPS)

NORTH DAKOTA MATHEMATICS STANDARDS

PROGRESS IN MATHEMATICS — GRADE 3

Data (D)

3.DPS.D.3 Analyze data and make simple statements to solve one- and two-step problems using information from the graphs.

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CHAPTER 7 STATISTICS AND PROBABILITY

- Lesson 7-1 Pictographs—pp. 226–227
- Lesson 7-2 Bar Graphs—pp. 228–229
- Lesson 7-7 Median and Mean—pp. 238–239
- Lesson 7-8 Compare Data—pp. 240–241
- Lesson 7-13 Problem Solving Strategy: Use a Graph—pp. 250–251
- Lesson 7-14 Problem Solving Applications: Mixed Review—pp. 252–253

WORKBOOK INSTRUCTION & PRACTICE

- Lesson 7-2A Data and Two-Step Problems—pp. 197–198

WORKBOOK ADDITIONAL PRACTICE

- Lesson 7-1 Pictographs—p. 78
- Lesson 7-2 Bar Graphs—p. 79
- Lesson 7-2A Data and Two-Step Problems—p. 249
- Lesson 7-7 Median and Mean—p. 84
- Lesson 7-8 Compare Data—p. 85
- Lesson 7-13 Problem Solving Strategy: Use a Graph—p. 90
- Lesson 7-14 Problem Solving Applications: Mixed Review—p. 91

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- Chapter 7 Overview/Lesson Planner/Assessment Options/English Language Learners/Differentiated Instruction—TE pp. 225A–225I

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Solve 1-or 2-step problems about data on a scaled graph

*Digital resources available at SadlierConnect.com

Online resources include Professional Development, Assessments, Enrichment Activities, Blackline Masters, Problem of the Day, Games & Study Aids, Take-Home Activities, and Teacher Resources