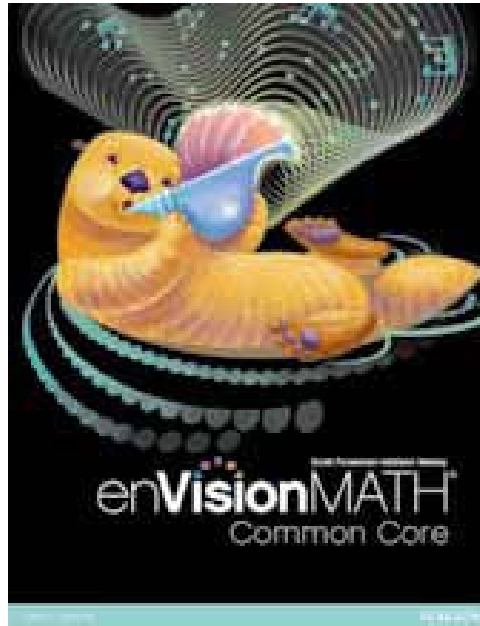


A Correlation of

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to the
Common Core
Georgia Performance Standards
Grade 3

FORMAT FOR CORRELATION TO THE COMMON CORE GEORGIA PERFORMANCE STANDARDS (CCGPS)

Subject Area: K-12 Mathematics **State-Funded Course:** 27.01400

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The Common Core Georgia Performance Standards (CCGPS) for Grades K-12 Mathematics may be accessed on-line at:

<http://www.georgiastandards.org/>.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
	Mathematics Grade 3	
	Operations and Algebraic Thinking 3.OA	
	Represent and solve problems involving multiplication and division.	
MCC3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109 TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B 107A-107B, 108A-108B, 109A-109B
MCC3.OA.2	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. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	SE/TE: Topic 7: 172-173, 174-175, 180-181 TE: Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B

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MCC3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 156-157, 158-159, 160-163; Topic 7: 172-173, 174-175, 180-181, 182-183; Topic 8: 192-193, 194-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-213</p> <p>TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; Topic 5: 118S-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; Topic 6: 142A-142B, 143A-143B, 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B 157A-157B, 158A-158A, 159A-159B, 160A-160B, 163A-163B; Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B, 210A-201B, 213A-213B</p>
MCC3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$. $\square \div ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	<p>SE/TE: Topic 7: 172-173, 176-177, 178-179, 180-181; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209</p> <p>TE: Topic 7: 172A-172B, 173A-173B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 202A-202B, 203A-203B, 204A-204B, 205A-205B, 206A-206B, 207A-207B, 208A-208B, 209A-209B</p>
	Understand properties of multiplication and the relationship between multiplication and division.	
MCC3.OA.5	Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; Topic 5: 124-125; Topic 6: 142-143, 146-147, 154-155; Topic 8: 206-207</p> <p>TE: Topic 4: 100A-100B, 101A-101B, 102A-102B, 103A-103B, 104A-104B, 105A-105B, 106A-106B, 107A-107B, 108A-108B, 109A-109B; Topic 5: 124A-124B, 125A-125B; Topic 6: 142A-142B, 143A-143B, 146A-146B, 147A-147B, 154A-154B, 155A-155B; Topic 8: 206A-206B, 207A-207B</p>

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MCC3.OA.6	Understand division as an unknown-factor problem. <i>For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>	SE/TE: Topic 7: 176-177, 178-179, 182-183; Topic 8: 192-193, 208-209 TE: Topic 7: 176A-176B, 177A-177B, 178A-178B, 179A-179B, 182A-182B, 183A-183B; Topic 8: 192A-192B, 193A-193B, 208A-208B, 209A-209B
	Multiply and divide within 100	
MCC3.OA.7	Fluently 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. By the end of Grade 3, know from memory all products of two one-digit numbers.	SE/TE: Topic 5: 122-123; Topic 6: 144-145, 146-147, 148-151, 152-153, 156-157; Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209 TE: Topic 5: 122A-122B, 123A-123B; Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 208A-208B, 209A-209B
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
MCC3.OA.8	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	SE/TE: Topic 2: 56-57; Topic 5: 132-133; Topic 6: 160-162; Topic 8: 202-203 TE: Topic 2: 56A-56B, 57A--57B; Topic 5: 132A-132B, 133A-133B; Topic 6: 160A-160B, 163A-163B; Topic 8: 202A-202B, 203A-203B
MCC3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>	SE/TE: Topic 2: 32-33; Topic 5: 126-127; Topic 6: 146-147, 152-153; Topic 7: 174-175, 176-177 TE: Topic 2: 32A-32B, 33A-33B; Topic 5: 126A-126B, 127A-127B; Topic 6: 146A-146B, 147A-147B, 152A-152B, 153A-153B; Topic 7: 174A-174B, 175A-175B, 176A-176B, 177A-177B
	Number and Operations in Base Ten	
	3.NBT	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	
MCC3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	SE/TE: Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85 TE: Topic 2: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B; Topic 3:

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		72A-72B, 73A-73B, 82A-82B, 85A-85B
MCC3.NBT.2	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	SE/TE: Topic 2: 32-33, 34-35, 36-39, 40-41, 46-49, 50-53, 54-55, 56-57; Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91 TE: Topic 2: 32A-32B, 33A-33B, 34A-34B, 35A-35B, 36A-36B, 39A-39B, 40A-40B, 41A-41B, 46A-46B, 49A-49B, 50A-50B, 53A-53B, 54A-54B, 55A-55B, 56A-56B, 57A-57B; Topic 3: 66A-66B, 67A-67B, 68A-68B, 71A-71B, 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 78A-78B, 79A-79B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 86A-86B, 87A-87B, 88A-88B, 91A-91B
MCC3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.	SE/TE: Topic 5: 118-121, 128-129, 130-131 TE: Topic 5: 118A-118B, 121A-121B, 128A-128B, 129A-129B, 130A-130B, 131A-131B
	Number and Operations – Fractions 3.NF	
	Develop understanding of fractions as numbers.	
MCC3.NF.1	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	SE/TE: Topic 9: 222-223, 224-225 TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B
MCC3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	SE/TE: Topic 9: 230-231, 232; Topic 10: 252-253, 258-259, 264-265 TE: Topic 9: 230A-230B, 231A-231B; Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B, 264A-264B, 265A-265B
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	SE/TE: Topic 9: 230-231; Topic 10: 252-253, 258-259 TE: Topic 9: 230A-230B, 231A-231B; Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B
b.	Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	SE/TE: Topic 9: 230-231; Topic 10: 252-253, 258-259 TE: Topic 9: 230A-230B, 231A-231B; Topic 10: 252A-252B, 253A-253B, 258A-258B, 259A-259B
MCC3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	SE/TE: Topic 10: 254-257, 258-259, 262-263 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B, 262A-262B, 263A-

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		263B
a.	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B
b.	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	SE/TE: Topic 10: 254-257, 258-259 TE: Topic 10: 254A-254B, 257A-257B, 258A-258B, 259A-259B
c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>	SE/TE: Topic 10: 260-261 TE: Topic 10: 260A-260B, 261A-261B
d.	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.	SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253 TE: Topic 10: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 250A-250B, 251A-251B, 252A-252B, 253A-253B
	Measurement and Data 3.MD	
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
MCC3.MD.1	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	SE/TE: Topic 12: 304-307, 308-309, 310-311, 312-313, 314-315 TE: Topic 12: 304A-304B, 307A-307B, 308A-308B, 309A-309B, 310A-310B, 311A-311B, 312A-312B, 313A-313B, 314A-314B, 315A-315B
MCC3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker	SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381, 382-383 TE: Topic 15: 374A-374B, 375A-375B, 376A-376B, 377A-377B, 378A-378B, 379A-379B, 380A-380B, 391A-381B, 382A-382B, 383A-383B

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	with a measurement scale) to represent the problem.	
	Represent and interpret data.	
MCC3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	SE/TE: Topic 16: 396-399, 400-401, 402-403, 404-405 TE: Topic 16: 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
MCC3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	SE/TE: Topic 16: 392-393, 394-395 TE: Topic 16: 392A-392B, 393A-393B, 394A-394B, 395A-395B
	Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.	
MCC3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 354-356, 360-361, 362-363 TE: Topic 14: 342A-342B, 343A--343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B, 348A-348B, 349A-349B, 354A-354B, 357A-357B, 360A-360B, 361A-361B, 362A-362B, 363A-363B
a.	A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.	SE/TE: Topic 14: 344-345, 346-347, 352-353 TE: Topic 14: 344A-344B, 345A-345B, 346A-346B, 347A-347B, 352A-352B, 353A-353B
b.	A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	SE/TE: Topic 14: 342-343, 344-345, 346-347 TE: Topic 14: 342A-342B, 343A--343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B
MCC3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	SE/TE: Topic 14: 342-343, 344-345, 346-347, 352-353 TE: Topic 14: 342A-342B, 343A-343B, 344A-344B, 345A-345B, 346A-346B, 347A-347B, 352A-352B, 353A-353B

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MCC3.MD.7	Relate area to the operations of multiplication and addition.	SE/TE: Topic 14: 350-351, 352-353 TE: Topic 14: 350A-350B, 351A-351B, 352A-352B, 353A-353B
a.	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	SE/TE: Topic 14: 348-349 TE: Topic 14: 348A-348B, 349A-349B
b.	Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	SE/TE: Topic 14: 348-349, 352-353, 354-356, 358-359 TE: Topic 14: 348A-348B, 349A-349B, 352A-352B, 353A-353B, 354B, 358A-358B, 359A-359B
c.	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	SE/TE: Topic 6: 144-145, 146-147, 148-149, 152-153; Topic 14: 350-351 TE: Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 149A-149B, 152A-152B, 153A-153B; Topic 14: 350A-350B, 351A-351B
d.	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	SE/TE: Topic 14: 354-357 TE: Topic 14: 354A-354B, 357A-357B
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
MCC3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the	SE/TE: Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359 TE: Topic 13: 324A-324B, 325A-325B, 326A-326B, 327A-327B, 328A-328B, 329A-329B, 330A-330B, 331A-331B, 332A-332B, 333A-333B; Topic 14: 358A-358B, 359A-

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	same perimeter and different areas or with the same area and different perimeters.	359B
	Geometry 3.G	
	Reason with shapes and their attributes.	
MCC3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	SE/TE: Topic 11: 276-277, 278-279, 280-282, 284-285, 286-287, 288-289, 290-291, 294-295 TE: Topic 11: 276A-276B, 277A-277B, 278A-278B, 279A-279B, 280A-280B, 283A-283B, 284A-284B, 285A-285B, 286A-286B, 287A-287B, 288A-288B, 289A-289B, 290A-290B, 291A-291B, 294A-294B, 295A-295B
MCC3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	SE/TE: Topic 9: 222-223, 224-225; Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361 TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B; Topic 11: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B; Topic 14: 360A-360B, 361A-361B