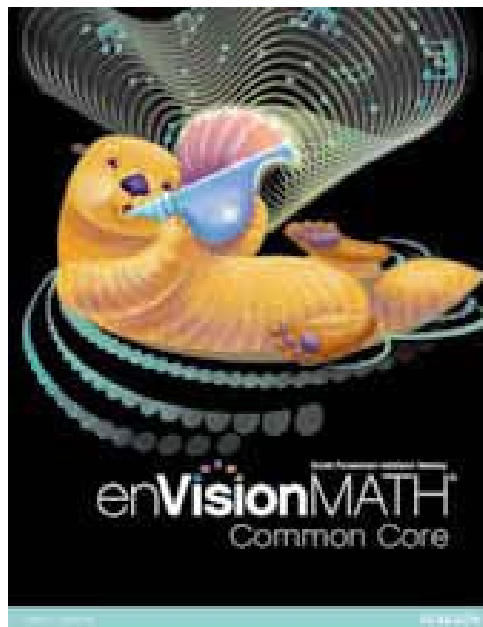


**ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION**



Common Core State Standards Correlation

and

**Common Core State Standards Comparison with
Arkansas Student Learning Expectations for
Mathematics Correlation**

Grade 3

ARKANSAS DEPARTMENT OF EDUCATION
MATHEMATICS ADOPTION

Two *enVisionMATH Common Core* Grade 3 correlations have been provided within this document.

- **Part 1:** A Correlation of *enVisionMATH Common Core* Grade 3 to the Common Core State Standards for Mathematics (CCSS). **Part 1** pages 1-17
- **Part 2:** A Correlation of *enVisionMATH Common Core* Grade 3 to the Common Core State Standards Comparison with Arkansas Student Learning Expectations for Mathematics. **Part 2** pages 18-55

The correlation in Part 2 is included at the request of the Arkansas Department of Education and shows how both sets of criteria intersect and align to common content. Please note the CCSS introduces some content at different grade levels, and as a result, several grade levels of the Arkansas Curriculum Framework were aligned to and were included at a single grade level. Consequently, the correlation reflects this shift to other levels.

Thank you in advance for your time and consideration of *enVisionMATH Common Core* for Arkansas elementary students.

Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

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Part 1
A Correlation of *enVisionMATH* Common Core
to the Common Core State Standards for Mathematics

<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 3</p>
<p>1. Make sense of problems and persevere in solving them. Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p><i>enVisionMATH Common Core</i> is built on a foundation of problem-based instruction that has sense-making at its heart. Each topic includes at least one <i>problem-solving lesson</i> in which students focus on honing their sense-making and problem-solving skills. Each lesson begins with <i>Problem-Based Interactive Learning</i>, an activity in which students interact with their peers and teachers to make sense of and decide on a workable solution for a real-world situation.</p> <p>Another feature of each lesson is the set of problem-solving exercises in which students persevere by applying different skills and strategies to solve problems.</p> <p>SE/TE: Topic 1: 2-2, 22-23; Topic 2: 37, 49, 56-57; Topic 3: 67, 74-75, 77, 79, 81, 84, 88-91; Topic 4: 101, 108-109; Topic 5: 120, 123, 125, 127, 129, 131, 132-133; Topic 6: 147, 160-163; Topic 7: 173, 178-179, 180, 181, 182-183; Topic 8: 199, 202-203, 210-213; Topic 9: 236-237; Topic 10: 250, 261, 264-265; Topic 11: 292-293, 294-295; Topic 12: 314-315; Topic 13: 325, 329, 332-333; Topic 14: 343, 345, 352-353, 355, 356, 361, 362-363; Topic 15: 375, 382-383; Topic 16: 398, 404-405</p> <p>TE: Topic 3: 78B; Topic 4: 108B; Topic 5: 124B, 126B, 128B, 130B; Topic 6: 158B; Topic 7: 172B, 178B, Topic 10: 252B; Topic 11: 288B, 290B, 292B; Topic 13: 321A, 324B, 332B; Topic 14: 342B, 344B; Topic 15: 374B; Topic 16: 400B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 3</p>
<p>2. Reason abstractly and quantitatively. Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p><i>enVisionMATH Common Core</i> provides scaffolded instruction to help students develop both quantitative and abstract reasoning. In the <i>Visual Learning Bridge</i>, students can see how to represent a given situation numerically or algebraically. They will have opportunities later in the lesson to reason abstractly as they endeavor to represent situations symbolically. Reasonableness exercises remind students to compare their work to the original situation.</p> <p>In the <i>Do You Understand?</i> part of the Guided Practice, students gain experiences with quantitative reasoning as they consider the meaning of different parts of an expression or equation.</p> <p>Reasoning problems throughout the exercise sets focus students' attention on the structure or meaning of an operation, for example, rather than merely the solution.</p> <p>SE/TE: Topic 1: 7, 8, 11, 12, 14, 15, 16, 18, 21, 23; Topic 2: 32, 36, 37, 40, 42, 43, 44, 46, 47, 50, 51; Topic 3: 66, 67, 68, 70, 73, 74, 75, 78, 79, 82, 88, 90; Topic 4: 100, 103; Topic 5: 118, 120, 123, 125, 129, 130, 131, 132, 133; Topic 6: 142, 143, 146, 147, 150, 153, 154, 156, 158; Topic 7: 175, 177, 178, 180; Topic 8: 192, 195, 198, 200, 206, 207, 208, 209; Topic 9: 223, 224, 228, 232, 233, 235, 237; Topic 10: 246, 247, 248, 249, 250, 251, 253, 256, 262, 263, 264; Topic 11: 279, 280, 284, 285, 286, 287, 289, 293; Topic 12: 305, 308, 309, 310, 312; Topic 13: 324, 327; Topic 14: 346, 349, 352, 357, 358, 359, 361, 362, 363; Topic 15: 374, 375, 377, 379, 380, 381; Topic 16: 394, 401, 403, 405</p> <p>TE: Topic 1: 14B, 16B, 20B; Topic 2: 29B, 29D, 32B, 36B, 40B, 42B, 46B, 50B, 56B; Topic 3: 66B, 78B; Topic 5: 124B, 128B, 130B; Topic 6: 139A, 154B; Topic 7: 172B, 174B, 178B, 180B; Topic 8: 189A, 189B; Topic 9: 222B, 234B; Topic 10: 234A, 248B, 250B, 252B, 254B, 258B, 260B, 262B; Topic 11: 278B, 280B; Topic 12: 304B, 312B; Topic 13: 324B; Topic 14: 342B, 346B, 348B; Topic 15: 374B, 376B, 378B, 380B; Topic 16: 394B, 400B, 402B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 3</p>
<p>3. Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p>Consistent with a focus on reasoning and sense-making is a focus on critical reasoning – argumentation and critique of arguments. In Pearson’s <i>enVisionMATH Common Core</i>, the <i>Problem-Based Interactive Learning</i> affords students opportunities to share with classmates their thinking about problems, their solution methods, and their reasoning about the solutions. Many exercises found throughout the program specifically call for students to use reasoning and to justify or explain their solutions.</p> <p><i>Writing to Explain</i> exercises in Grades 3–6 help students develop foundational critical reasoning skills by having them construct explanations for processes. The ability to articulate a clear explanation for a process is a stepping stone to critical analysis and reasoning of both the student’s own processes and those of others.</p> <p>SE/TE: Topic 1: 10, 13, 17, 20; Topic 2: 32, 41, 47, 50, 54; Topic 3: 86; Topic 4: 105; Topic 5: 122, 124; Topic 6: 147, 150, 153, 155, 157, 159, 160; Topic 7: 177; Topic 8: 194, 204; Topic 9: 225, 230; Topic 10: 248, 249, 250; Topic 11: 282, 287, 290, 295; Topic 12: 306; Topic 13: 326, 332; Topic 14: 343, 345, 346</p> <p>TE: Topic 2: 32B, 36B, 40B, 42B, 46B, 50B, 56B; Topic 3: 66B, 74B, 78B; Topic 4: 104B, 106B, 108B; Topic 5: 124B, 128B, 130B; Topic 6: 139B, 154B; Topic 7: 172B, 178B, 180B; Topic 9: 222B, 234B; Topic 10: 254B, 262B; Topic 11: 278B, 280B; Topic 12: 304B, 314B; Topic 13: 324B, 330B; Topic 14: 342B, 344B; Topic 15: 374B, 380B; Topic 16: 400B, 402B</p>

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<p>4. Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p>Students in Pearson's <i>enVisionMATH Common Core</i> are introduced to mathematical modeling in the early grades. They first use manipulatives and drawings and then equations to model addition and subtraction situations. The <i>Visual Learning Bridge</i> present real world situations and students are shown how these can be modeled mathematically. In later grades, students expand their modeling skills to include representations such as tables and graphs, as well as equations.</p> <p>SE/TE: Topic 1: 11; Topic 2: 33, 34, 35, 41, 55; Topic 3: 69, 80, 87; Topic 4: 100, 101, 102, 103, 105, 107, 108, 109; Topic 5: 125, 129; Topic 6: 143, 149, 150, 159, 160, 161; Topic 7: 172, 173, 174, 175, 181, 183; Topic 8: 201, 205, 211; Topic 9: 225, 227, 229; Topic 10: 249, 258, 259, 265; Topic 11: 283, 291; Topic 12: 306, 313, 315; Topic 13: 329; Topic 14: 342, 351, 361; Topic 15: 382, 383; Topic 16: 401, 403, 405</p> <p>TE: Topic 2: 46B, 50B; Topic 3: 86B, 88B; Topic 4: 97A, 104B, 106B, 108B, Topic 5: 124B, 128B, 132B; Topic 6: 148B, 160B; Topic 7: 169B, 169B, 174B, 182B; Topic 8: 200B, 202B, 206B, 210B; Topic 9: 224B; 228B, 232B, Topic : 264B, 280B; Topic 12: 304B, 312B, 314B; Topic 13: 330B; Topic 14: 342B, 350B, 352B, 360B; Topic 16: 400B, 402B, 404B</p>

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<p style="text-align: center;">Common Core State Standards for Mathematics Mathematical Practices</p>	<p style="text-align: center;">enVisionMATH Common Core Grade 3</p>
<p>5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p>Students become fluent in the use of a wide assortment of tools ranging from physical objects, including manipulatives, rulers, protractors, and even pencil and paper, to digital tools, such as eTools, calculators, and computers. As students become more familiar with the tools available to them, they are able to begin making decisions about which tools are most helpful in a particular situation.</p> <p>SE/TE: Topic 1: 6; Topic 3: 373; Topic 5: 127; Topic 6: 145, 162, 174, 175, 176; Topic 7: 174, 175, 176; Topic 9: 222, 231; Topic 10: 259, 260; Topic 11: 277, 283; Topic 13: 327, 330; Topic 14: 344, 345, 346, 347, 349, 350, 356, 360, 363; Topic 15: 379; Topic 16: 395, 398, 403</p> <p>TE: Topic 1: 6B, 22B; Topic 2: 34B; Topic 3: 68B, 72B; 76B, 80B, 82B; Topic 4: 97B, 100B, 102B; Topic 5: 122B, 126B; Topic 6: 142B; 144B; 146B; 148B; 152B; Topic 7: 172B, 174B, 180B; Topic 8: 200B; Topic 9: 222B, 226B; 228B, 234B; Topic 10: 2346B, 254B; Topic 11: 273B, 276B, 278B, 280B, Topic 12: 304B, 312B; Topic 13: 321B, 324B, 326B, 330B; Topic 14: 339B, 344B, 354B, 358B, 362B; Topic 15: 371B, 382B; Topic 16: 389B, 392B, 396B, 400B, 402B</p>

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<p>6. Attend to precision. Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p>Students are expected to use mathematical terms and symbols with precision. Key terms and concepts are highlighted in each lesson. The <i>Problem-Based Interactive Learning</i> activity provides repeated opportunities for children to use precise language to explain their solution paths while solving problems.</p> <p>In the <i>Do You Understand?</i> feature, students revisit these key terms or concepts and provide explicit definitions or explanations. In Grades 3–6, the Writing to Explain and <i>Think About the Structure</i> exercises require students to use precise language to provide clear explanations of terms, concepts, or processes.</p> <p>Students are reminded to use appropriate units of measure in their solutions as well as in labels for diagrams, graphs, and other kinds of displays.</p> <p>SE/TE: Topic 1: 8, 9; Topic 2: 43; Topic 3: 85; Topic 4: 102; Topic 5: 123, 127; Topic 6: 147, 162, 174, 175, 176; Topic 7: 175; Topic 8: 199, 207; Topic 9: 222, 231; Topic 10: 253; Topic 11: 291; Topic 12: 309, 311; Topic 13: 324; Topic 16: 393</p> <p>TE: Topic 1: 2J; Topic 3: 63B, 63D, 66B; Topic 4: 97D; Topic 5: 115D; Topic 6: 156B; Topic 7: 174B, Topic 8: 189D, 200B; Topic 9: 219D, 230B; Topic 10: 243D; Topic 11: 273D; Topic 12: 301D, 308B; Topic 13: 321D, 324B; Topic 14: 339A; Topic 15: 371A, 371D; Topic 16: 389A, 389D</p>

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<p>7. Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p>Students are encouraged to look for structure as they develop solution plans. In the <i>Look for a Pattern</i> problem-solving lessons, children in the early years develop a sense of patterning with visual and physical objects. As students mature in their mathematical thinking, they look for structure in numerical operations by focusing on place value and properties of operations. This focus on looking for and recognizing structure enables students to draw from patterns as they formalize their thinking about the structure of operations.</p> <p>SE/TE: Topic 1: 18; Topic 2: 33, 48, 52; Topic 3: 78, 86, 90; Topic 4: 109; Topic 5: 119; Topic 6: 143, 144, 145, 146, 147, 152, 153, 155, 156, 162; Topic 7: 177, 179, 183; Topic 8: 193, 203, 212; Topic 10: 252, 260, 263; Topic 11: 285, 288; Topic 12: 307; Topic 14: 356, 358, 363; Topic 15: 379; Topic 16: 392, 402, 403</p> <p>TE: Topic 1: 2G, 2H, 2J, 10B, 12B; Topic 2: 29B, 29D, 54B; Topic 3: 63A, 63D, 86B; Topic 5: 115D, 118B, 126B, 128B; Topic 7: 169D, 176B; Topic 9: 219D, 236B; Topic 10: 243B, 243D; 254B; Topic 11: 273D, 286B; Topic 12: 301D; Topic 13: 330B; Topic 15: 371D; Topic 16: 389D, 392B</p>

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<p>8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p>Students are prompted to look for repetition in computations to help them develop shortcuts and become more efficient problem solvers. Students are reminded to think about problems they have encountered previously that may share features or processes. They are encouraged to draw on the solution plan developed for such problems, and as their mathematical thinking matures, to look for and apply generalizations to similar situations. The <i>Problem-Based Interactive Learning</i> activities offer students opportunities to look for regularity in the way operations behave.</p> <p>SE/TE: Topic 1: 19; Topic 5: 118-120, 126; Topic 7: 183; Topic 10: 255; Topic 11: 282, 293; Topic 13: 331; Topic 14: 353</p> <p>TE: Topic 2: 56B; Topic 3: 74B, 86B; Topic 4: 104B, 108B; Topic 5: 126B, 128B, 130B; Topic 7: 178B, 180B; Topic 8: 198B; Topic 9: 228B; Topic 10: 254B; Topic 11: 276B; Topic 13: 328B</p>

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Common Core State Standards for Mathematics Grade 3	enVisionMATH Common Core Grade 3
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. [3.OA.1]	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-109
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. [3.OA.2]	SE/TE: Topic 7: 172-173, 174-175 TE: Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B
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.1 [3.OA.3]	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; Topic 9: 236-237 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; Topic 9: 236A-236B, 237A-237B

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4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. [3.OA.4]	<p>SE/TE: Topic 7: 172-173, 174-175, 176-177, 178-179, 180-181, 182-183; Topic 8: 192-193, 194-197, 202-203, 204-205, 206-207, 208-209</p> <p>TE: Topic 7: 172A-172B, 173A-173B, 174A-174B, 175A-175B, 176A-176B, 177A-177B, 178A-178B, 179A-179B, 180A-180B, 181A-181B, 182A-182B, 183A-183B; 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.	
5. Apply properties of operations as strategies to multiply and divide. [3.OA.5]	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107, 108-109; 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 6: 142A-142B, 143A-143B, 146A-146B, 147A-147B, 154A-154B, 155A-155B; Topic 8: 206A-206B, 207A-207B</p>
6. Understand division as an unknown-factor problem. [3.OA.6]	<p>SE/TE: Topic 7: 176-177, 178-179, 182-183</p> <p>TE: Topic 7: 176A-176B, 177A-177B, 178A-178B, 179A-179B, 182A-182B, 183A-183B;</p>
Multiply and divide within 100.	
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. [3.OA.7]	<p>SE/TE: Topic 5: 122-123; Topic 8: 192-193, 194-197, 198-199, 200-201, 208-209</p> <p>TE: Topic 5: 122A-122B, 123A-123B; Topic 8: 192A-192B, 193A-193B, 194A-194B, 197A-197B, 198A-198B, 199A-199B, 200A-200B, 201A-201B, 208A-208B, 209A-209B</p>

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Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
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. [3.OA.8]	SE/TE: Topic 2: 46-49, 50-53, 56-57; Topic 3: 72-73, 74-75, 76-77, 80-81, 82-85, 88-91; Topic 5: 122-123, 124-125, 126-127, 128-129, 132-133; Topic 6: 144-145, 146-147, 148-151, 152-153, 156-157; Topic 8: 202-203 TE: Topic 2: 46A-46B, 49A-49B, 50A-50B, 53A--53B, 56A-56B, 57A--57B; Topic 3: 72A-72B, 73A-73B, 74A-74B, 75A-75B, 76A-76B, 77A-77B, 80A-80B, 81A-81B, 82A-82B, 85A-85B, 88A-88B, 91A-91B; Topic 5: 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B, 132A-132B, 133A-133B; Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-153B, 156A-156B, 157A-157B; Topic 8: 202A-202B, 203A-203B
9. Identify arithmetic patterns [3.OA.9]	SE/TE: Topic 2: 32-33; Topic 4: 108-109; Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129 TE: Topic 2: 32A-32B, 33A-33B; Topic 4: 108A-108B, 109A-109B; Topic 5: 118A-118B, 121A-121B, 122A-122B, 123A-123B, 124A-124B, 125A-125B, 126A-126B, 127A-127B, 128A-128B, 129A-129B
Number and Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmeticⁱ.	
1. Use place value understanding to round whole numbers to the nearest 10 or 100. [3.NBT.1]	SE/TE: Topic 1: 10-11, 12-13, 14-15, 16-19, 20-21; Topic 2: 42-45, 46-49, 50-53; Topic 3: 72-73, 82-85; Topic 6: 156-157; Topic 8: 210-213 TE: Topic 1: 10A-10B, 11A-11B, 12A-12B, 13A-13B, 14A-14B, 15A-15B, 16A-16B, 19A-19B, 20A-20B, 21A-21B; Topic 2: 42A-42B, 45A-45B, 46A-46B, 49A-49B, 50A-50B, 53A-53B; Topic 3: 72A-72B, 73A-73B, 82A-82B, 85A-85B; Topic 6: 156A-156B, 157A-157B; Topic 8: 210A-210B, 213A-213B

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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. [3.NBT.2]	<p>SE/TE: Topic 1: 10-11, 22-23; 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; Topic 6: 156-157</p> <p>TE: Topic 1: 10A-10B, 11A-11B, 22A-22B, 23A-23B; 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; Topic 6: 156A-156B, 157A-157B</p>
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. [3.NBT.3]	<p>SE/TE: Topic 5: 118-121, 128-129, 130-131</p> <p>TE: Topic 5: 118A-118B, 121A-121B, 128A-128B, 129A-129B, 130A-130B, 131A-131B</p>
<p>Number and Operations–Fractions Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.</p>	
<p>Develop understanding of fractions as numbers.</p>	
1. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. [3.NF.1]	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B</p>
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. [3.NF.2]	<p>SE/TE: Topic 9: 230-231; Topic 10: 264-265</p> <p>TE: Topic 9: 230A-230B, 231A-231B; Topic 10: 264A-264B, 265A-265B</p>

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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. [3.NF.2.a]	SE/TE: Topic 9: 230-231, 232-233 TE: Topic 9: 230A-230B, 231A-231B, 232A-232B, 233A-233B
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. [3.NF.2.b]	SE/TE: Topic 9: 230-231, 234-235 TE: Topic 9: 230A-230B, 231A-231B, 234A-234B, 235A-235B
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. [3.NF.3]	SE/TE: Topic 10: 262-263 TE: Topic 10: 262A-262B, 263A-263B
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. [3.NF.3.a]	SE/TE: Topic 10: 246-247, 248-249, 252-253, 254-257, 258-259 TE: Topic 10: 246A-246B, 247A-247B, 248A-248B, 249A-249B, 252A-252B, 253A-253B, 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. [3.NF.3.b]	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. 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. [3.NF.3.c]	SE/TE: Topic 10: 258-259, 260-261 TE: Topic 10: 258A-258B, 259A-259B, 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. [3.NF.3.d]	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

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Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	
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. [3.MD.1]	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
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 with a measurement scale) to represent the problem. [3.MD.2]	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
Represent and interpret data.	
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. [3.MD.3]	SE/TE: Topic 3: 76-77, 88-91; Topic 16: 396-399, 400-401, 402-403, 404-405 TE: Topic 3: 76A-76B, 77A-77B, 88A-88B, 91A-91B; Topic 16: 396A-396B, 399A-399B, 400A-400B, 401A-401B, 402A-402B, 403A-403B, 404A-404B, 405A-405B
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. [3.MD.4]	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.	
5. Recognize area as an attribute of plane figures and understand concepts of area measurement. [3.MD.5]	SE/TE: Topic 14: 342-343, 360-361, 362-363 TE: Topic 14: 342A-342B, 343A--343B, 360A-360B, 361A-361B, 362A-362B, 363A-363B

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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. [3.MD.5.a]	SE/TE: Topic 14: 344-345, 352-353 TE: Topic 14: 344A-344B, 345A-345B, 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. [3.MD.5.b]	SE/TE: Topic 14: 344-345 TE: Topic 14: 344A-344B, 345A-345B
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). [3.MD.6]	SE/TE: Topic 14: 342-343, 346-347, 352-353 TE: Topic 14: 342A-342B, 343A-343B, 346A-346B, 347A-347B, 352A-352B, 353A-353B
7. Relate area to the operations of multiplication and addition. [3.MD.7]	SE/TE: Topic 14: 352-353 TE: Topic 14: 352A352B, 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. [3.MD.7.a]	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. [3.MD.7.b]	SE/TE: Topic 14: 348-349, 358-359 TE: Topic 14: 348A-348B, 349A-349B, 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. [3.MD.7.c]	SE/TE: Topic 6: 144-145, 146-147, 148-151, 152-154; Topic 14: 350-351 TE: Topic 6: 144A-144B, 145A-145B, 146A-146B, 147A-147B, 148A-148B, 151A-151B, 152A-152B, 153A-154B; 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. [3.MD.7.d]	SE/TE: Topic 14: 354-357 TE: Topic 14: 354A-354B, 357A-357B

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Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
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 same perimeter and different areas or with the same area and different perimeters. [3.MD.8]	SE/TE: Topic 6: 160-163; Topic 13: 324-325, 326-327, 328-329, 330-331, 332-333; Topic 14: 358-359 TE: Topic 6: 160A-160B, 163A-163B; 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-359B
Geometry	
Reason with shapes and their attributes.	
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. [3.G.1]	SE/TE: Topic 11: 276-277, 278-279, 280-283, 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
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. [3.G.2]	SE/TE: Topic 11: 288-289, 290-291, 292-293; Topic 14: 360-361 TE: Topic 11: 288A-288B, 289A-289B, 290A-290B, 291A-291B, 292A-292B, 293A-293B; Topic 14: 360A-360B, 361A-361B

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Operations and Algebraic Thinking		
<p>CC.3.OA.1 Represent and solve problems involving multiplication and division. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p>	<p>AR.3.NO.2.3 (NO.2.3.3) Whole Number Operations: Use conventional mathematical symbols to write equations for contextual problems involving multiplication</p>	<p>SE/TE: Topic 4: 101, 103, 105 Topic 5: 127 Topic 6: 143</p>
	<p>AR.3.NO.2.1 (NO.2.3.1) Number Theory: Develop an understanding of the commutative and identity properties of multiplication using objects</p>	<p>SE/TE: Topic 4: 104-105 Topic 5: 124-125 Topic 8: 197</p> <p>TE: Topic 4: 105A-105B, 125A-125B Topic 5: 125A-125B</p>
	<p>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p>	<p>SE/TE: Topic 4: 100-101 Topic 8: 192-193</p> <p>TE: Topic 4: 101A-101B Topic 8: 193A-193B</p>

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<p>CC.3.OA.2 Represent and solve problems involving multiplication and division. 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. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p>	<p>AR.K.NO.2.4 (NO.2.K.4) Whole Number Operations: Partition or share a small set of objects into groups of equal size e.g., sharing 6 pencils equally among 3 children</p>	<p>SE/TE: Topic 7: 172-173, 174-175</p> <p>TE: Topic 7: 169A, 172B, 173A-173B, 174A-174B, 175A-175B</p>
	<p>AR.1.NO.2.6 (NO.2.1.6) Whole Number Operations: Model and represent division as sharing equally in contextual situations</p>	<p>SE/TE: Topic 7: 172-173</p> <p>TE: Topic 7: 173A-173B</p>
	<p>AR.2.NO.2.7 (NO.2.2.7) Whole Number Operations: Model, represent and explain division as sharing equally and repeated subtraction in contextual situations</p>	<p>SE/TE: Topic 7: 172-173, 174-175</p> <p>TE: Topic 7: 173A-173B, 175A-175B</p>
	<p>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 7: 172-173, 175-177</p> <p>TE: Topic 7: 173A-173B, 177A-177B</p>
	<p>AR.4.NO.2.4 (NO.2.4.4) Whole Number Operations: Represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 7: 172-173, 175-177</p> <p>TE: Topic 7: 173A-173B, 177A-177B</p>

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<p>CC.3.OA.3 Represent and solve problems involving multiplication and division. 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>	<p>AR.3.NO.2.4 (NO.2.3.4) Whole Number Operations: Model, represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 7: 172-173, 175-177</p> <p>TE: Topic 7: 173A-173B, 177A-177B</p>
	<p>AR.3.NO.3.3 (NO.3.3.3) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using: -- strategies for multiplying and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107 Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129, 130-131 Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159 Topic 7: 172-173, 174-175, 180-181 Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 206-207, 208-209</p> <p>TE: Topic 4: 101A-101B, 103A-103B, 105A-105B, 107A-107B Topic 5: 121A-121B, 123A-123B, 125A-125B, 127A-127B, 129A-129B, 131A-131B Topic 6: 143A-143B, 145A-145B, 147A-147B, 151A-151B, 153A-153B, 155A-155B, 157A-157B, 159A-159B Topic 7: 173A-173B, 175A-175B, 181A-181B Topic 8: 193A-193B, 197A-197B, 199A-199B, 201A-201B, 205A-205B, 207A-207B, 209A-209B</p>

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<p>(Continued) CC.3.OA.3 Represent and solve problems involving multiplication and division. 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>	<p>AR.4.NO.2.4 (NO.2.4.4) Whole Number Operations: Represent and explain division as measurement and partitive division including equal groups, related rates, price, rectangular arrays (area model), combinations and multiplicative comparison</p>	<p>SE/TE: Topic 7: 172-173, 175-177 TE: Topic 7: 173A-173B, 177A-177B</p>
	<p>AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), - - up to three-digit by two-digit division (larger numbers with technology), - - strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and - - relationships between operations</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107 Topic 5: 118-121, 122-123, 124-125, 126-127 Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159 Topic 7: 172-173, 174-175, 180-181 Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 206-207, 208-209 TE: Topic 4: 101A-101B, 103A-103B, 105A-105B, 107A-107B Topic 5: 121A-121B, 123A-123B, 125A-125B, 127A-127B, 129A-129B, 131A-131B Topic 6: 143A-143B, 145A-145B, 147A-147B, 151A-151B, 153A-153B, 155A-155B, 157A-157B, 159A-159B Topic 7: 173A-173B, 175A-175B, 181A-181B Topic 8: 193A-193B, 197A-B, 199A-199B, 201A-201B, 205A-205B, 207A-207B, 209A-209B See additional related content: SE/TE: Topic 5: 128-129, 130-131 See also <i>enVisionMATH Common Core Grade 4:</i> SE/TE: Topic 8: 194-195 See also <i>enVisionMATH Common Core Grade 5:</i> SE/TE: Topic 5: 128-130</p>

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<p>CC.3.OA.4 Represent and solve problems involving multiplication and division. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$.</p>	<p>AR.3.A.5.1 (A.5.3.1) Expressions, Equations and Inequalities: Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit times one-digit multiplication using appropriate labels</p>	<p>SE/TE: Topic 5: 130-131</p> <p>TE: Topic 5: 128B, 130B, 131A-131B</p>
	<p>AR.3.A.5.3 (A.5.3.3) Expressions, Equations and Inequalities: Use a symbol to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 8: 204-205</p> <p>TE: Topic 8: 205A-205B</p>
	<p>AR.4.A.5.3 (A.5.4.3) Expressions, Equations and Inequalities: Use a variable to represent an unknown quantity in a number sentence involving contextual situations and find the value</p>	<p>SE/TE: Topic 8: 204-205</p> <p>TE: Topic 8: 205A-205B</p>

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<p>CC.3.OA.5 Understand properties of multiplication and the relationship between multiplication and division. Apply properties of operations as strategies to multiply and divide. 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.) (Students need not use formal terms for these properties.)</p>	<p>AR.3.NO.2.1 (NO.2.3.1) Number Theory: Develop an understanding of the commutative and identity properties of multiplication using objects</p>	<p>SE/TE: Topic 4: 104-105 Topic 5: 124-125 Topic 8: 197</p> <p>TE: Topic 4: 105A-105B Topic 5: 125A-125B</p>
	<p>AR.4.NO.2.1 (NO.2.4.1) Number Theory: Develop an understanding of the associative and zero properties of multiplication using objects</p>	<p>SE/TE: Topic 5: 124-125 Topic 7: 154-155 Topic 8: 197</p> <p>TE: Topic 5: 125A-125B Topic 7: 155A-155B</p>
	<p>AR.5.NO.2.2 (NO.2.5.2) Number theory: Identify commutative and associative properties</p>	<p>SE/TE: Topic 4: 104-105 Topic 7: 154-155 Topic 8: 197</p> <p>TE: Topic 4: 105A-105B Topic 7: 155A-155B</p>
	<p>AR.5.NO.2.3 (NO.2.5.3) Number theory: Identify the distributive property by using physical models to solve computation and real world problems</p>	<p>SE/TE: Topic 6: 142-143 Topic 14: 350-351</p> <p>TE: Topic 6: 143A-143B Topic 14: 351A-352B</p>
	<p>AR.6.NO.2.2 (NO.2.6.2) Number theory: Apply the distributive property of multiplication over addition to simplify computations with whole numbers</p>	<p>SE/TE: Topic 6: 142-143 Topic 14: 350-351</p> <p>TE: Topic 6: 143A-143B Topic 14: 351A-352B</p>

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<p>CC.3.OA.6 Understand properties of multiplication and the relationship between multiplication and division. Understand division as an unknown-factor problem. For example, divide $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p>	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10 -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 7: 176-177 Topic 8: 192-193, 194-197, 198-199, 200-203, 204-205, 208-209</p> <p>TE: Topic 7: 177A-177B Topic 8: 193A-193B, 197A-197B, 199A-199B, 203A-203B, 205A-205B, 209A-209B</p>
	<p>AR.3.NO.2.2 (NO.2.3.2) Number Theory: Apply number theory: -- determine if a three-digit number is even or odd, -- use the terms multiple, factor, product and quotient in an appropriate context</p>	<p>SE/TE: Topic 4: 100-101 Topic 8: 192-193</p> <p>TE: Topic 4: 101A-101B, 193A-193B</p>
	<p>AR.8.NO.2.2 (NO.2.8.2) Number theory: Understand and apply the inverse and identity properties</p>	<p>SE/TE: Topic 7: 154-155 Topic 8: 197</p> <p>TE: Topic 7: 155A-155B</p> <p>See also <i>enVisionMATH Common Core Grade 4</i>, SE/TE: Topic 1: 24-24</p>

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<p>CC.3.OA.7 Multiply and divide within 100. 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 one-digit numbers.</p>	<p>AR.3.NO.3.2 (NO.3.3.2) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, fluency with basic number combinations for multiplication and division facts (10 x 10)</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107 Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129 Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159 Topic 7: 172-173, 174-175, 180-181 Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 206-207, 208-209</p> <p>TE: Topic 4: 101A-101B, 103A-103B, 105A-105B, 107A-107B Topic 5: 121A-121B, 123A-123B, 125A-125B, 127A-127B, 129A-129B, 131A-131B Topic 6: 143A-143B, 145A-145B, 147A-147B, 151A-151B, 153A-153B, 155A-155B, 157A-157B, 159A-159B Topic 7: 173A-173B, 175A-175B, 181A-181B Topic 8: 193A-193B, 197A-197B, 199A-199B, 201A-201B, 205A-205B, 207A-207B, 209A-B</p>
	<p>AR.3.NO.3.3 (NO.3.3.3) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using: -- strategies for multiplying and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107 Topic 5: 118-121, 122-123, 124-125, 126-127, 128-129, 130-131 Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159 Topic 7: 172-173, 174-175, 180-181 Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 206-207, 208-209</p> <p>TE: Topic 4: 101A-101B, 103A-103B, 105A-105B, 107A-107B Topic 5: 121A-121B, 123A-123B, 125A-125B, 127A-127B, 129A-129B, 131A-131B</p>

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<p>(Continued) CC.3.OA.7 Multiply and divide within 100. 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 one-digit numbers.</p>	<p>(Continued)</p>	<p>Topic 6: 143A-143B, 145A-145B, 147A-147B, 151A-151B, 153A-153B, 155A-155B, 157A-157B, 159A-159B Topic 7: 173A-173B, 175A-175B, 181A-181B Topic 8: 193A-193B, 197A-197B, 199A-199B, 201A-201B, 205A-205B, 207A-207B, 209A-209B</p>
	<p>AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), -- up to three-digit by two-digit division (larger numbers with technology), -- strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>SE/TE: Topic 4: 100-101, 102-103, 104-105, 106-107 Topic 5: 118-121, 122-123, 124-125, 126-127 Topic 6: 142-143, 144-145, 146-147, 148-151, 152-153, 154-155, 156-157, 158-159 Topic 7: 172-173, 174-175, 180-181 Topic 8: 192-193, 194-197, 198-199, 200-201, 204-205, 206-207, 208-209</p> <p>TE: Topic 4: 101A-101B, 103A-103B, 105A-105B, 107A-107B Topic 5: 121A-121B, 123A-123B, 125A-125B, 127A-127B, 129A-129B, 131A-131B Topic 6: 143A-143B, 145A-145B, 147A-147B, 151A-151B, 153A-153B, 155A-155B, 157A-157B, 159A-159B Topic 7: 173A-173B, 175A-175B, 181A-181B Topic 8: 193A-193B, 197A-197B, 199A-199B, 201A-201B, 205A-205B, 207A-207B, 209A-209B</p>

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<p>(Continued) CC.3.OA.7 Multiply and divide within 100. 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 one-digit numbers.</p>	<p>(Continued) AR.4.NO.3.3 (NO.3.4.3) Computational Fluency-Multiplication and Division: Attain, with and without appropriate technology, computational fluency in multiplication and division using contextual problems using: -- two-digit by two-digit multiplication (larger numbers with technology), -- up to three-digit by two-digit division (larger numbers with technology), -- strategies for multiplication and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and -- relationships between operations</p>	<p>One-digit by two-digit multiplication: SE/TE: Topic 5: 128-129, 130-131</p> <p>See also <i>enVisionMATH Common Core Grade 4</i>, SE/TE: Topic 8: 194-195</p> <p>See also <i>enVisionMATH Common Core Grade 5</i>, SE/TE: Topic 5: 128-130</p>

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<p>CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)</p>	<p>AR.2.A.5.1 (A.5.2.1) Expressions, Equations and Inequalities: Select and/or write number sentences to find the unknown in problem-solving contexts involving two-digit addition and subtraction using appropriate labels</p>	<p>SE/TE: Topic 2: 54-55</p> <p>TE: Topic 2: 55A-55B</p>
	<p>AR.3.A.5.1 (A.5.3.1) Expressions, Equations and Inequalities: Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit times one-digit multiplication using appropriate labels</p>	<p>SE/TE: Topic 5: 130-131</p> <p>TE: Topic 5: 128B</p>
	<p>AR.4.A.5.1 (A.5.4.1) Expressions, Equations and Inequalities: Select and/or write number sentences (equations) to find the unknown in problem-solving contexts involving two-digit by one-digit division using appropriate labels</p>	<p>SE/TE: Topic 8: 204-205</p> <p>TE: Topic 8: 205A-205B</p>
	<p>AR.6.A.5.2 (A.5.6.2) Expressions, Equations and Inequalities: Write simple algebraic expressions using appropriate operations (+, -, x, /) with one variable</p>	<p>SE/TE: Topic 8: 204-205</p> <p>TE: Topic 8: 189B, 205A-205B</p>
	<p>AR.6.A.5.3 (A.5.6.3) Expressions, Equations and Inequalities: Evaluate algebraic expressions with one variable using appropriate properties and operations (+, -, x, /)</p>	<p>SE/TE: Topic 8: 204-205</p> <p>TE: Topic 8: 189B, 205A-205B</p> <p>See also <i>enVisionMATH Common Core Grade 5</i>, SE/TE: Topic 8: 202-203</p>

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<p>(Continued) CC.3.OA.8 Solve problems involving the four operations, and identify and explain patterns in arithmetic. 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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).)</p>	<p>AR.6.NO.2.4 (NO.2.6.4) Number theory: Apply rules (conventions) for order of operations to whole numbers with and without parentheses</p>	<p>See <i>enVisionMATH Common Core Grade 5</i>, SE/TE: Topic 8: 196-199</p>
	<p>AR.2.NO.3.5 (NO.3.2.5) Estimation: Use estimation strategies to solve addition and subtraction problems and judge the reasonableness of the answer</p>	<p>SE/TE: Topic 2: 46-49, 50-53, 56-57 TE: Topic 2: 49A-49B, 53A-53B, 57A-57B</p>
	<p>AR.2.A.4.2 (A.4.2.2) Recognize, describe and develop patterns: Describe repeating and growing patterns in the environment</p>	<p>See geometric patterns are in <i>Common Core enVisionMATH Grade 4</i>, SE/TE: Topic 3: 50-51</p>

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<p>CC.3.OA.9 Solve problems involving the four operations, and identify and explain patterns in arithmetic. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. 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.</p>	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 4: 100-101 Topic 8: 192-193, 204-205, 208-209 Topic 16: 424-425</p> <p>TE: Topic 4: 101A-101B Topic 8: 193A-193B, 205A-205B, 209A-209B Topic 16: 425A-425B</p>
	<p>AR.5.NO.2.1 (NO.2.5.1) Number theory: Use divisibility rules to determine if a number is a factor of another number (2, 3, 5, 10)</p>	<p>SE/TE: Topic 16: 424-425</p> <p>TE: Topic 16: 425A-425B</p>
	<p>AR.6.NO.2.1 (NO.2.6.1) Number theory: Use divisibility rules to determine if a number is a factor of another number (4, 6, 9)</p>	<p>SE/TE: Topic 16: 424-425</p> <p>TE: Topic 16: 425A-425B</p>
	<p>AR.1.A.6.1 (A.6.1.1) Algebraic Models and Relationships: Explore the use of a chart or table to organize information and to understand relationships</p>	<p>SE/TE: Topic 6: 404-405</p> <p>TE: Topic 6: 405A-405B</p>
	<p>AR.2.A.6.1 (A.6.2.1) Algebraic Models and Relationships: Use a chart or table to organize information and to understand relationships</p>	<p>SE/TE: Topic 6: 404-405</p> <p>TE: Topic 6: 405A-405B</p>
	<p>AR.2.A.4.2 (A.4.2.2) Recognize, describe and develop patterns: Describe repeating and growing patterns in the environment</p>	<p>See geometric patterns are in <i>Common Core enVisionMATH Grade 4</i>, SE/TE: Topic 3: 50-51</p>

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Numbers and Operations in Base Ten		
<p>CC.3.NBT.1 Use place value understanding and properties of operations to perform multi-digit arithmetic. Use place value understanding to round whole numbers to the nearest 10 or 100</p>	<p>No Matches in Arkansas Frameworks</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 222A-222B, 223A-223B, 224A-224B, 225A-225B, 226A-226B, 227A-227B, 228A-228B, 229A-229B</p>
<p>CC.3.NBT.2 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)</p>	<p>AR.3.NO.3.1 (NO.3.3.1) Computational Fluency-Addition and Subtraction: Develop, with and without appropriate technology, computational fluency, in multi-digit addition and subtraction through 999 using contextual problems: -- strategies for adding and subtracting numbers, -- estimation of sums and differences in appropriate situations, -- relationships between operations</p>	<p>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, 78-79, 80-81, 82-85, 86-87</p> <p>TE: Topic 2: 33A-33B, 35A-35B, 39A-39B, 41A-41B, 49A-49B, 53A-53B, 55A-55B, 57A-57B Topic 3: 67A-67B, 71A-71B, 73A-73B, 75A-75B, 79A-79B, 81A-81B, 85A-85B, 87A-87B</p>
	<p>AR.4.NO.3.1 (NO.3.4.1) Computational Fluency-Addition and Subtraction: Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems</p>	<p>SE/TE: Topic 3: 66-67, 68-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-85, 86-87, 88-91</p> <p>TE: Topic 3: 67A-67B, 71A-71B, 73A-73B, 75A-75B, 77A-77B, 79A-79B, 81A-81B, 85A-85B, 87A-87B, 91A-91B</p>

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<p>CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)</p>	<p>AR.3.NO.3.3 (NO.3.3.3) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, computational fluency in multiplication and division up to two-digit by one-digit numbers using two-digit by one-digit number contextual problems using: -- strategies for multiplying and dividing numbers, -- performance of operations in more than one way, -- estimation of products and quotients in appropriate situations, and - - relationships between operations</p>	<p>SE/TE: Topic 5: 130-131</p> <p>TE: Topic 5: 131A-131B</p>
	<p>AR.3.NO.3.2 (NO.3.3.2) Computational Fluency-Multiplication and Division: Develop, with and without appropriate technology, fluency with basic number combinations for multiplication and division facts (10×10)</p>	<p>SE/TE: Topic 5: 130-131</p> <p>TE: Topic 5: 131A-131B</p>
	<p>AR.4.NO.2.2 (NO.2.4.2) Number Theory: Apply number theory: -- determine if any number is even or odd, -- use the terms 'multiple,' 'factor,' and 'divisible by' in an appropriate context, -- generate and use divisibility rules for 2, 5, and 10, -- demonstrate various multiplication & division relationships</p>	<p>SE/TE: Topic 5: 130-131</p> <p>TE: Topic 5: 131A-131B</p>

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<p>(Continued) CC.3.NBT.3 Use place value understanding and properties of operations to perform multi-digit arithmetic. 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. (A range of algorithms may be used.)</p>	<p>AR.4.A.4.1 (A.4.4.1) Recognize, describe and develop patterns: Identify a number that is more or less than any whole number using multiples of 10, 100 and/or 1000</p>	<p>SE/TE: Topic 5: 128-129</p> <p>TE: Topic 5: 129A-129B</p>
Number and Operations – Fractions		
<p>CC.3.NF.1 Develop understanding of fractions as numbers. 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 $1/b$. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.3.NO.1.4 (NO.1.3.4) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>
	<p>AR.K.NO.1.11 (NO.1.K.11) Rational Numbers: Use physical models and drawings to represent commonly used fractions such as halves, thirds and fourths in relation to the whole</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>
	<p>AR.1.NO.1.12 (NO.1.1.12) Rational Numbers: Represent commonly used fractions using words and physical models for halves, thirds and fourths</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>

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<p>(Continued) CC.3.NF.1 Develop understanding of fractions as numbers. Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.2.NO.1.9 (NO.1.2.9) Rational Numbers: Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals, and physical models</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>
	<p>AR.3.NO.1.5 (NO.1.3.5) Rational Numbers: Utilize models to recognize that the size of the whole determines the size of the fraction depending on the original quantity</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>
	<p>AR.4.NO.1.5 (NO.1.4.5) Rational Numbers: Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B</p>
<p>CC.3.NF.2 Develop understanding of fractions as numbers. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 9: 222-223, 224-225, 226-227, 228-229, 230-231, 232-233, 234-235</p> <p>TE: Topic 9: 223A-223B, 225A-225B, 227A-227B, 229A-229B, 231A-231B, 233A-233B, 235A-235B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 231A-231B, 233A-233B</p>

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<p>CC.3.NF.2a 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 231A-231B, 233A-233B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 231A-231B, 233A-233B</p>
<p>CC.3.NF.2b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.4.NO.1.4 (NO.1.4.4) Rational Numbers: Write a fraction to name part of a whole, part of a set, a location on a number line, and the division of whole numbers, using models</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 231A-231B, 233A-233B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 9: 230-231, 232-233</p> <p>TE: Topic 9: 231A-231B, 233A-233B</p>

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<p>CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.4.NO.1.5 (NO.1.4.5) Rational Numbers: Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.3.NO.1.7 (NO.1.3.7) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>

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<p>(Continued) CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253</p> <p>TE: Topic 10: 247A-247B, 249A-249B, 251A-251B, 253A-253B</p>
	<p>AR.4.NO.1.7 (NO.1.4.7) Rational Numbers: Write an equivalent decimal for a given fraction relating to money</p>	<p>See related content: SE/TE: Topic 16: 430-431</p>

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<p>CC.3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.4.NO.1.5 (NO.1.4.5) Rational Numbers: Utilize models, benchmarks, and equivalent forms to recognize that the size of the whole determines the size of the fraction</p>	<p>SE/TE:</p> <p>Topic 10: 254-257, 258-259 TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.3.NO.1.7 (NO.1.3.7) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>

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<p>CC.3.NF.3b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.3.NO.1.7 (NO.1.3.7) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.4.NO.1.8 (NO.1.4.8) Rational Numbers: Write a fraction that is equivalent to a given fraction with the use of models</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
	<p>AR.4.NO.1.7 (NO.1.4.7) Rational Numbers: Write an equivalent decimal for a given fraction relating to money</p>	<p>SE/TE: Topic 10: 254-257, 258-259</p> <p>TE: Topic 10: 257A-257B, 259A-259B</p>
<p>CC.3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 10: 258-259, 260-261</p> <p>TE: Topic 10: 259A-259B, 261A-261B</p>
	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 10: 258-259, 260-261 TE: Topic 10: 259A-259B, 261A-261B</p>

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<p>CC.3.NF.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size, Recognize that valid comparisons rely on the two fractions referring 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)</p>	<p>AR.5.NO.1.1 (NO.1.5.1) Rational Numbers: Use models and visual representations to develop the concepts of the following: ---Fractions: parts of unit wholes, parts of a collection, locations on number lines, locations on ruler (benchmark fractions), divisions of whole numbers; ---Ratios: part-to-part (2 boys to 3 girls), part-to-whole (2 boys to 5 people); ---Percents: part-to-100</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253</p> <p>TE: Topic 10: 247A-247B, 249A-249B, 251A-251B, 253A-253B</p>
	<p>AR.5.NO.1.5 (NO.1.5.5) Rational Numbers: Use models of benchmark fractions and their equivalent forms: -- to analyze the size of fractions, -- to determine that simplification does not change the value of the fraction, -- to convert between mixed numbers and improper fractions</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253</p> <p>TE: Topic 10: 247A-247B, 249A-249B, 251A-251B, 253A-253B</p>
	<p>AR.6.NO.1.4 (NO.1.6.4) Rational Numbers: Convert, compare and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line</p>	<p>SE/TE: Topic 10: 246-247, 248-249, 250-251, 252-253</p> <p>TE: Topic 10: 247A-247B, 249A-249B, 251A-251B, 253A-253B</p>

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Measurement and Data		
CC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 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.	AR.K.M.13.2 (M.13.K.2) Clock: Tell time to the hour the nearest hour using analog and digital clock	SE/TE: Topic 12: 304-307 TE: Topic 12: 307A-307B
	AR.4.M.12.1 (M.12.4.1) Time: Clock: Recognize that 60 seconds equals 1 minute	SE/TE: Topic 12: 310-311 TE: Topic 12: 311A-311B
	AR.1.M.13.2 (M.13.1.2) Clock: Tell time to the half-hour	SE/TE: Topic 12: 304-305 TE: Topic 12: 305A-305B
	AR.3.M.13.2 (M.13.3.2) Clock: Tell time to the nearest one-minute intervals	SE/TE: Topic 12: 308-309 TE: Topic 12: 309A-309B
	AR.6.M.13.1 (M.13.6.1) Attributes and Tools: Solve real world problems involving one elapsed time, counting forward and backward (calendar and clock)	SE/TE: Topic 12: 312-313 TE: Topic 12: 313A-313B
	AR.2.M.13.2 (M.13.2.2) Clock: Tell time to the nearest five-minute interval	SE/TE: Topic 12: 308-309 TE: Topic 12: 309A-309B
	AR.3.M.13.4 (M.13.3.4) Elapsed Time: Determine elapsed time in contextual situations to five-minute intervals	SE/TE: Topic 12: 312-313 TE: Topic 12: 313A-313
	AR.5.M.13.1 (M.13.5.1) Attributes and Tools: Solve real world problems involving one elapsed time, counting forward (calendar and clock)	SE/TE: Topic 12: 312-313 TE: Topic 12: 313A-313B

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<p>(Continued) CC.3.MD.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. 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.</p>	<p>AR.K.M.13.3 (M.13.K.3) Elapsed Time: Order events based on time</p>	<p>SE/TE: Topic 12: 314-315 TE: Topic 12: 314B, 315A-315B</p>
	<p>AR.2.M.13.9 (M.13.2.9) Temperature: Read temperatures on a Fahrenheit scale in intervals of ten</p>	<p>See <i>enVisionMATH Common Core Grade 6</i>; SE/TE: Topic 10: 222 Topic 15: 382 Topic 16: 417</p>
	<p>AR.2.M.13.2 (M.13.2.1) Calendar: Use a calendar to determine elapsed time involving a time period within a given month</p>	<p>See related content: SE/TE: Topic 12: 310-311 TE: Topic 12: 310B</p>
	<p>AR.1.M.13.1 (M.13.1.1) Calendar: Use a calendar to determine elapsed time involving a time period of one week</p>	<p>See related content: SE/TE: Topic 12: 310-311 TE: Topic 12: 310B, 311B</p>
	<p>AR.3.M.13.7 (M.13.3.7) Temperature: Read temperatures on Fahrenheit and Celsius scales in intervals of two and five</p>	<p>See <i>enVisionMATH Common Core Grade 6</i>, SE/TE: Topic 10: 222 Topic 15: 382 Topic 16: 417</p>
	<p>AR.3.M.13.1 (M.13.3.1) Calendar: Use a calendar to determine elapsed time from month to month</p>	<p>See related content: SE/TE: Topic 12: 312-313</p>
	<p>AR.4.M.12.2 (M.12.4.2) Temperature: Distinguish the temperature in contextual problems using the Fahrenheit scale on a thermometer</p>	<p>Temperature is addressed in <i>enVisionMATH Common Core Grade 6</i>. SE/TE: Topic 10: 222 Topic 15: 382 Topic 16: 417</p>
	<p>AR.4.M.13.1 (M.13.4.1) Calendar: Using a calendar to determine elapsed time from month to month</p>	<p>See related content: SE/TE: Topic 12: 312-313</p>

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<p>CC.3.MD.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) 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 with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of “times as much.”))</p>	<p>AR.7.M.12.1 (M.12.7.1) Attributes and Tools: Understand, select and use the appropriate units and tools (metric and customary) to measure length, weight, mass and volume to the required degree of accuracy for real world problems</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>
	<p>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>
	<p>AR.6.M.12.2 (M.12.6.1) Attributes and Tools: Identify and select appropriate units and tools from both systems to measure</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>
	<p>AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>

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<p>(Continued) CC.3.MD.2 Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) 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 with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems (problems involving notions of "times as much."))</p>	<p>AR.5.M.12.1 (M.12.5.1) Attributes and Tools: Identify and select appropriate units and tools to measure</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>
	<p>AR.5.M.13.2 (M.13.5.2) Attributes and Tools: Determine which unit of measure or measurement tool matches the context for a problem situation</p>	<p>SE/TE: Topic 15: 374-375, 376-377, 378-379, 380-381</p> <p>TE: Topic 15: 375A-375B, 377A-377B, 379A-379B, 381A-381B</p>

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<p>CC.3.MD.3 Represent and interpret data. 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.</p>	<p>AR.3.DAP.15.1 (DAP.15.3.1) Data Analysis: Read and interpret pictographs and bar graphs in which symbols or intervals are greater than one</p>	<p>SE/TE: Topic 16: 396-399</p> <p>TE: Topic 16: 399A-399B</p>
	<p>AR.3.DAP.15.2 (DAP.15.3.2) Data Analysis: Match a set of data with a graphical representation of the data</p>	<p>SE/TE: Topic 16: 400-401, 402-403</p> <p>TE: Topic 16: 401A-401B, 403A-403B</p>
	<p>AR.2.DAP.14.1 (DAP.14.2.1) Collect, Organize and display data: Identify the purpose for data collection and collect, organize, record and display the data using physical materials (pictographs, Venn diagrams and vertical and horizontal bar graphs)</p>	<p>SE/TE: Topic 16: 392-393, 394-395, 400-401, 402-403</p> <p>TE: Topic 16: 393A-393B, 395A-395B, 401A-401B, 403A-403B</p>
	<p>AR.3.DAP.14.1 (DAP.14.3.1) Collect, Organize and display data: Design a survey question after being given a topic and collect, organize, display and describe simple data using frequency tables or line plots, pictographs, and bar graphs</p>	<p>SE/TE: Topic 16: 395</p> <p>TE: Topic 16: 394B</p>
	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 16: 392-393, 394-395, 396-399, 400-401, 402-403</p> <p>TE: Topic 16: 393A-393B, 395A-395B, 399A-399B, 401A-401B, 403A-403B</p>

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<p>(Continued) CC.3.MD.3 Represent and interpret data. 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.</p>	<p>AR.5.DAP.15.1 (DAP.15.5.1) Data Analysis: Interpret graphs such as line graphs, double bar graphs, and circle graphs</p>	<p>SE/TE: Topic 16: 392-393, 394-395, 396-399</p> <p>TE: Topic 16: 393A-393B, 395A-395B, 399A-399B</p>
	<p>AR.4.DAP.15.1 (DAP.15.4.1) Data Analysis: Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one</p>	<p>SE/TE: Topic 16: 392-393, 394-395, 396-399, 400-401, 402-403</p> <p>TE: Topic 16: 393A-393B, 395A-395B, 399A-399B, 401A-401B, 403A-403B</p>
<p>CC.3.MD.4 Represent and interpret data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</p>	<p>AR.3.M.13.8 (M.13.3.8) Applications: Use appropriate customary measurement tools for length, capacity and mass</p>	<p>SE/TE: Topic 13: 328-329, 330-331</p> <p>TE: Topic 13: 329A-329B, 331A-331B</p>
	<p>AR.4.M.13.8 (M.13.4.8) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary and metric units: -- Length: 1/2 inch, 1 cm; -- Perimeter: inches, feet, centimeters, meters; -- Area: square inches, square feet, square centimeters, square meters; -- Weight: pounds/ounces; -- Mass: kilograms/grams; -- Capacity: cups, pints, quarts, gallons; -- Volume: liters.</p>	<p>SE/TE: Topic 16: 394-395</p> <p>TE: Topic 16: 395A-395B</p>

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<p>(Continued) CC.3.MD.4 Represent and interpret data. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p>	<p>AR.3.M.13.9 (M.13.3.9) Applications: Estimate and measure length, capacity/volume and mass using appropriate customary units: -- Length: 1 inch; -- Perimeter: inches, feet, etc; -- Area: square inches (use models); -- Weight: pounds/ounces; -- Capacity: cups, pints, quarts, gallons.</p>	<p>SE/TE: Topic 16: 394-395 TE: Topic 16: 395A-395B</p>
	<p>AR.5.DAP.14.3 (DAP.14.5.3) Collect, organize and display data: Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs</p>	<p>SE/TE: Topic 16: 394-395 TE: Topic 16: 395A-395B</p>
	<p>AR.5.M.13.3 (M.13.5.3) Attributes and Tools: Draw and measure distance to the nearest cm and $\frac{1}{4}$ inch accurately</p>	<p>SE/TE: Topic 16: 394-395 TE: Topic 16: 395A-395B</p>

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<p>CC.3.MD.5 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement. -- 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. -- 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.</p>	<p>AR.K.M.13.7 (M.13.K.7) Area: Cover a figure with one type of shape and tell how many it takes to cover</p>	<p>SE/TE: Topic 14: 342-343</p> <p>TE: Topic 14: 343A-343B</p>
	<p>AR.2.M.13.13 (M.13.2.13) Area: Find the area of a region by counting squares on a grid</p>	<p>SE/TE: Topic 14: 346-347, 348, 348-349, 350-351</p> <p>TE: Topic 14: 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes</p>	<p>SE/TE: Topic 14: 342-343</p> <p>TE: Topic 14: 343A-343B</p>
	<p>AR.5.M.12.4 (M.12.5.4) Attributes and Tools: Understand when to use linear units to describe perimeter, square units to describe area or surface area, and cubic units to describe volume, in real world situations</p>	<p>SE/TE: Topic 14: 346-347</p> <p>TE: Topic 14: 347A-347B</p>
	<p>AR.5.NO.1.6 (NO.1.5.6) Rational Numbers: Use models to differentiate between perfect squares up to 100 and other numbers</p>	<p>See <i>enVisionMATH Common Core Grade 5</i>, SE/TE: Topic 3: 70-71</p>
	<p>AR.6.M.13.4 (M.13.6.4) Attributes and Tools: Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms</p>	<p>SE/TE: Topic 14: 350-351</p> <p>TE: Topic 14: 351A-351B</p>
	<p>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>

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Common Core State Standards for Mathematics	Matched Arkansas Standard	enVisionMATH Common Core Grade 3
<p>(Continued) CC.3.MD.5 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement. -- 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. -- 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.</p>	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.3.M.13.11 (M.13.3.11) Area: Find the area of any region counting squares and half-squares</p>	<p>SE/TE: Topic 14: 346-347, 348, 348-349, 350-351</p> <p>TE: Topic 14: 347A-347B, 349A-349B, 351A-351B</p>
<p>CC.3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>AR.3.M.13.11 (M.13.3.11) Area: Find the area of any region counting squares and half-squares</p>	<p>SE/TE: Topic 14: 346-347, 348, 348-349, 350-351</p> <p>TE: Topic 14: 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle [</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>

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<p>(Continued) CC.3.MD.6 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	<p>AR.2.M.13.13 (M.13.2.13) Area: Find the area of a region by counting squares on a grid</p>	<p>SE/TE: Topic 14: 346-347, 348, 348-349, 350-351</p> <p>TE: Topic 14: 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.K.M.13.7 (M.13.K.7) Area: Cover a figure with one type of shape and tell how many it takes to cover</p>	<p>SE/TE: Topic 14: 342-343</p> <p>TE: Topic 14: 343A-343B</p>
	<p>AR.1.M.13.10 (M.13.1.10) Area: Cover a figure with squares and tell how many it takes</p>	<p>SE/TE: Topic 14: 342-343</p> <p>TE: Topic 14: 343A-343B</p>
<p>CC.3.MD.7 Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Relate area to the operations of multiplication and addition.</p>	<p>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.6.M.13.4 (M.13.6.4) Attributes and Tools: Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms</p>	<p>SE/TE: Topic 14: 350-351</p> <p>TE: Topic 14: 351A-351B</p>
<p>CC.3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</p>	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>

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<p>CC.3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	<p>AR.4.M.13.10 (M.13.4.10) Area: Use strategies for finding the area of a rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>
	<p>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle</p>	<p>SE/TE: Topic 14: 342-343, 344-345, 346-347, 348-349, 350-351</p> <p>TE: Topic 14: 343A-343B, 345A-345B, 347A-347B, 349A-349B, 351A-351B</p>
<p>CC.3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p>	<p>AR.5.NO.2.3 (NO.2.5.3) Number theory: Identify the distributive property by using physical models to solve computation and real world problems</p>	<p>SE/TE: Topic 14: 350-351</p> <p>TE: Topic 14: 351A-351B</p>
<p>CC.3.MD.7d Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.</p>	<p>No matches in Arkansas Frameworks</p>	<p>SE/TE: Topic 14: 354-357</p> <p>TE: Topic 14: 354A-354B, 357A-357B</p>

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<p>CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 same perimeter and different area or with the same area and different perimeter.</p>	<p>AR.4.M.13.9 (M.13.4.9) Perimeter: Use strategies for finding the perimeter of a rectangle</p>	<p>SE/TE: Topic 13: 324-325, 326-327, 328-329, 330-331</p> <p>TE: Topic 13: 325A-325B, 327A-327B, 329A-329B, 331A-331B</p>
	<p>AR.5.M.13.4 (M.13.5.4) Attributes and Tools: Develop and use strategies to solve real world problems involving perimeter and area of rectangle</p>	<p>SE/TE: Topic 13: 324-325, 326-327, 328-329, 330-331</p> <p>TE: Topic 13: 325A-325B, 327A-327B, 329A-329B, 331A-331B</p>
	<p>AR.6.G.8.2 (G.8.6.2) Characteristics of Geometric Shapes: Investigate with manipulatives or grid paper what happens to the perimeter and area of a two-dimensional shape when the dimensions are changed</p>	<p>SE/TE: Topic 13: 330-331</p> <p>TE: Topic 13: 331B</p>
	<p>AR.6.M.12.3 (M.12.6.3) Attributes and Tools: Compare and contrast the differences among linear units, square units, and cubic units</p>	<p>SE/TE: Topic 13: 326-327</p> <p>TE: Topic 13: 327A-327B</p>
	<p>AR.3.M.13.10 (M.13.3.10) Perimeter: Find the perimeter of a figure by measuring the length of the sides</p>	<p>SE/TE: Topic 13: 328-329, 330-331</p> <p>TE: Topic 13: 329A-329B, 331A-331B</p>

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Geometry		
<p>CC.3.G.1 Reason with shapes and their attributes. 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.</p>	<p>AR.K.G.8.1 (G.8.K.1) Characteristics and Properties-Three Dimensional: Sort and describe three-dimensional solids (sphere, cube, cone, and cylinder) by investigating their physical characteristics</p>	<p>See <i>enVisionMATH Common Core Grade 2</i>: SE/TE: Topic 12: 381-384, 385-388</p>
	<p>AR.1.G.8.3 (G.8.1.3) Characteristics and Properties-Two Dimensional: Compare and make geometric figures (triangle, rectangle [including square] and circle) by investigating their physical characteristics independent of position or size</p>	<p>SE/TE: Topic 11: 280-283, 284-285, 286-287</p> <p>TE: Topic 11: 283A-283B, 285A-285B, 287A-287B</p>
	<p>AR.2.G.8.3 (G.8.2.3) Characteristics and Properties-Two Dimensional: Identify, classify and describe two-dimensional geometric figures (rectangle [including square], triangle and circle) using concrete objects drawings, and computer graphics</p>	<p>SE/TE: Topic 11: 280-283, 284-285, 286-287</p> <p>TE: Topic 11: 283A-283B, 285A-285B, 287A-287B</p>
	<p>AR.3.G.8.2 (G.8.3.2) Characteristics and Properties-Two Dimensional: Identify regular polygons with at least 4 sides (square, pentagon, hexagon and octagon)</p>	<p>SE/TE: Topic 11: 280-283, 286-287</p> <p>TE: Topic 11: 283A-283B, 287A-287B</p>
	<p>AR.5.G.8.1 (G.8.5.1) Characteristics of Geometric Shapes: Identify and model regular and irregular polygons including decagon</p>	<p>SE/TE: Topic 11: 280-283, 284-285, 286-287, 288-289, 290-291</p> <p>TE: Topic 11: 283A-283B, 285A-285B, 287A-287B, 289A-289B, 291A-291</p>

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<p>CC.3.G.1 Reason with shapes and their attributes. 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.</p>	<p>AR.4.G.8.2 (G.8.4.2) Characteristics and Properties-Two Dimensional: Identify regular and irregular polygons including octagon</p>	<p>SE/TE: Topic 11: 280-283, 284-285, 286-287, 288-289, 290-291</p> <p>TE: Topic 11: 283A-283B, 285A-285B, 287A-287B, 289A-289B, 291A-291B</p>
	<p>AR.9-12.R.G.4.1 (R.4.G.1) Explore and verify the properties of quadrilaterals</p>	<p>SE/TE: Topic 11: 280-283, 286-287</p> <p>TE: Topic 11: 283A-283B, 287A-287B</p>
<p>CC.3.G.2 Reason with shapes and their attributes. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part is 1/4 of the area of the shape.</p>	<p>AR.1.G.11.2 (G.11.1.2) Spatial Visualization and Models: Recognize that new figures can be created by combining and subdividing models of existing figures</p>	<p>SE/TE: Topic 11: 288-289, 290-291</p> <p>TE: Topic 11: 289A-289B, 291A-291B</p>
	<p>AR.2.G.11.2 (G.11.2.2) Spatial Visualization and Models: Create new figures by combining and subdividing models of existing figures</p>	<p>SE/TE: Topic 11: 288-289, 290-291</p> <p>TE: Topic 11: 289A-289B, 291A-291B</p>
	<p>AR.4.G.11.2 (G.11.4.2) Spatial Visualization and Models: Create new figures by combining and subdividing models of existing figures in multiple ways and record results in a table</p>	<p>SE/TE: Topic 11: 288-289, 290-291</p> <p>TE: Topic 11: 289A-289B, 291A-291B</p>