

**CORRELATIONS
COMMON CORE STATE STANDARDS (CCSS) FOR MATHEMATICS
SERIES YABISÍ (SANTILLANA) – THIRD GRADE**

CCSS	Teacher’s Guide	Student Edition	Student Workbook	Supplementary Material
Operations and Algebraic Thinking 3.OA				
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. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	128-137	112-121	44-47	
2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	156-162, 176	140-146, 160	56-58, 64	
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement	131, 133, 137, 147, 155, 281	115, 117, 121, 131, 139, 265	46, 48, 51, 55, 57-58, 60, 65, 105	

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quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.				
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	144-146, 152, 157	128-130, 136, 141	53-57	
Understand properties of multiplication and the relationship between multiplication and division.				
5. Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i>	130-131, 138-143, 151, 160-161, 165, 168-171	114-115, 122-127, 135, 144-145, 149, 152-155	45, 49-50, 52, 55, 62-63, 65	<i>Juego y repaso:</i> 14-15
6. Understand division as an unknown-factor problem. <i>For</i>	156-157, 161, 163	140-141, 145, 147	56, 58-59	

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<i>example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</i>				
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.	126-127, 130-131, 138-143, 150, 156-157, 278-279, 286-287	110-111, 114-115, 122, 124-127, 134, 140-141, 262-263, 270-271	45, 49, 50-52, 54-57, 104, 108	
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.	N/A			
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two</i>	48-49, 140-145	32-33, 124-129	14, 50-53	

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<i>equal addends.</i>				
Number and Operations in Base Ten 3.NBT				
Use place value understanding and properties of operations to perform multi-digit arithmetic.				
1. Use place value understanding to round whole numbers to the nearest 10 or 100.	58-59, 282-283	42-43, 266-267	20, 106	<i>Juego y repaso: 4</i>
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.	24-39, 61, 70-81, 89-101, 104-105	8-23, 45, 54-65, 73-85, 88-89	6-14, 24-37	<i>Juego y repaso: 6</i>
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	138-139, 166-167	122-123, 150-151	49, 61	
Number and Operations—Fractions 3.NF				
Develop understanding of fractions as numbers.				
1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	178-183, 190-191	162-167, 174-175	66-67, 71-73	<i>Juego y repaso: 10</i>

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<p>2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>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.</p> <p>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.</p>	N/A			<i>Juego y repaso: 11</i>
<p>3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the</p>	184-189	168-173	68-69, 70, 73	<i>Juego y repaso: 9</i>

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<p>fractions are equivalent, e.g., by using a visual fraction model.</p> <p>c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i></p> <p>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.</p>				
<p>Measurement and Data 3.MD</p>				
<p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p>				
<p>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</p>	<p>112-115 (Note: Use a.m. and p.m. to tell time: 116-117.)</p>	<p>96-99 (Note: Use a.m. and p.m. to tell time: 100-101.)</p>	<p>38-39, 42-43 (Note: Use a.m. and p.m. to tell time: 40, 43.)</p>	<p><i>Juego y repaso: 7</i></p>

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representing the problem on a number line diagram.				
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.	214-221, 226	198-205, 210	80-83	
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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	262-265, 273, 275	246-249, 253, 259	99-100, 103	
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.	202-207, 227	186-191, 211	74, 76, 84	

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Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				
<p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>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.</p> <p>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>	212-213	196-197	79, 85	
<p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>	212-213	196-197	79, 85	
<p>7. Relate area to the operations of multiplication and addition.</p> <p>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.</p> <p>b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context</p>	212-213	196-197	79, 85	

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<p>of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>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.</p> <p>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.</p>				
<p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>				
<p>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</p>	210-211	194-195	78	

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area and different perimeters.				
Geometry 3.G				
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.	Flat: 230-231 Solid: 232-233 Congruent & Similar: 244-245	Flat: 214-215 Solid: 216-217 Congruent & Similar: 228-229	Flat: 86 Flat: 87 Congruent & Similar: 93	<i>Juego y repaso: 16-23</i>
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	179-181, 185-186, 188-189, 305	163-165, 169-170, 289	66, 68, 70	
Deleted Content Grade 3				
Compare whole number quantities using <i>is less than</i> , <i>is greater than</i> , and <i>is equal to</i> and the symbols $<$, $>$, and $=$.	54-55	38-39	18, 23	
Represent in word form whole numbers <i>through nine hundred</i>	50-51	34-35	16	

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<i>ninety-nine thousand.</i>				
Generate strategies to multiply whole numbers by using one single-digit factor and one multidigit factor.	134-135, 284-285	118-119, 268-269	47, 106-107	
Analyze the magnitude of digits on the basis of their place value.	46, 50-53, 56-57	30, 34-37, 40-41	15, 17, 19, 23	
Create numeric patterns that involve whole-number operations.	N/A			
Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.				<i>Juego y repaso: 2-3, 8</i>
Illustrate situations that show change over time as increasing.	N/A			
Identify specific attributes of circles: center, radius, circumference, and diameter.	N/A <i>(See Grade 4, Chapter 5, pp. 120-121, 130)</i>	<i>(See Grade 4, Chapter 5, pp. 102-103, 112)</i>	<i>(See Grade 4, Chapter 5, p. 41)</i>	
Classify polygons, lines, line segments, angles, and triangles.	238-239, 254-255 <i>(Also, see Grade 4, Chapter 5)</i>	222-223, 238-239	90	
Exemplify points, lines, line segments, rays and angles.	236-237, 246-249	220-221, 232-233	89, 94-95	<i>Juego y repaso: 13</i>
Predict the results of one transformation of a geometric shape.	230-231	214-215	87	<i>Juego y repaso: 16</i>
Use the fewest possible number of coins when making change.	N/A			

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Recall equivalencies related to time and length 60 seconds = 1 minute and 36 inches = 1 yard.	204-205, 208-209	188-189, 192-193	75, 77	
Apply a procedure to find the range of a data set.	260-261	244-245	98	
Predict on the basis of data whether events are likely, unlikely, certain, or impossible to occur.	266-271, 274	250-255, 258	101, 103	
Compare the benefits of using tables, bar graphs, and dot plots as representations of a given data set.	260, 262-263	244, 246-247	99	
Understand when the probability of an event is 0 or 1.	N/A			