

**Northpoint Horizons**  
***Math Elevations™***  
**Correlated to the**  
**New York State Learning Standards for Mathematics**

Grade 3

This document provides a sampling of the extensive math directives offered throughout the *Math Elevations* program that meet the New York State Learning Standards for Mathematics. The n/a signifies the standards that are not directly met for this grade level.

New York State Learning Standards	<i>Math Elevations</i> Teacher's Guide Level "C" (Grade 3) Lesson Examples
<b>Problem Solving Strand</b>	
<b>Students will build new mathematical knowledge through problem solving.</b>	
3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation	Unit 4 – Lesson 4: <i>Nickels and Quarters</i> pp. 78-79 Unit 7 - Lesson 3: <i>Length (Metric)</i> pp. 130-131
3.PS.2 Understand that some ways of representing a problem are more helpful than others	Unit 4 – Lesson 5: <i>Bills and Coins</i> pp. 80-81 Unit 7 - Lesson 3: <i>Length (Metric)</i> pp. 130-131
3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions	Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69
<b>Students will solve problems that arise in mathematics and in other contexts.</b>	
3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature	The activities that are provided in the student workbook and software materials present students with the tools and manipulatives to apply their knowledge in activities involving mathematical content for literature.
3.PS.5 Formulate problems and solutions from everyday situations	Unit 4 – Lesson 6: <i>Making Change</i> pp. 82-83 Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95
3.PS.6 Translate from a picture/diagram to a numeric expression	Unit 4 – Lesson 1: <i>Tenths</i> pp. 72-73

New York State Learning Standards	<i>Math Elevations</i> Teacher's Guide Level "C" (Grade 3) Lesson Examples
	Unit 6 – Lesson 6: <i>Solid Figures</i> pp. 118-119
3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27 Unit 5 – Lesson 6: <i>Picture Patterns</i> pp. 100-101
3.PS.8 Select an appropriate representation of a problem	Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31 Unit 8 – Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147
<b>Students will apply and adapt a variety of appropriate strategies to solve problems.</b>	
3.PS.9 Use trial and error to solve problems	Unit 8 – Lesson 6: <i>Likelihood</i> pp. 154-155 Unit 8 – Lesson 7: <i>Probability</i> pp. 156-157
3.PS.10 Use process of elimination to solve problems	Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91 Unit 5 – Lesson 2: <i>Missing Factors</i> pp. 92-93
3.PS.11 Make pictures/diagrams of problems	Unit 6 – Lesson 1: <i>Lines and Angles</i> pp. 108-109 Unit 7 – Lesson 1: <i>Time</i> pp. 126-127
3.PS.12 Use physical objects to model problems	Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77 Unit 5 – Lesson 4: <i>Number Patterns</i> pp. 96-97
3.PS.13 Work in collaboration with others to solve problems	Unit 1 – Lesson 2: <i>Comparing and Ordering Numbers</i> pp. 20-21 Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i> pp. 64-65
3.PS.14 Make organized lists to solve numerical problems	Unit 5 – Lesson 5: <i>Number Machines</i> pp. 98-99 Unit 8 – Lesson 1: <i>Tally Charts</i> pp. 144-145
3.PS.15 Make charts to solve numerical problems	Unit 8 –

New York State Learning Standards	<i>Math Elevations</i> Teacher's Guide Level "C" (Grade 3) Lesson Examples
	Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147 Unit 8- Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151
3.PS.16 Analyze problems by identifying relationships	Unit 2 – Lesson 1: <i>Addition and Subtraction Families</i> pp. 36-37 Unit 6 – Lesson 1: <i>Lines and Angles</i> pp. 108-109
3.PS.17 Analyze problems by identifying relevant versus irrelevant information	Unit 2- Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 8 – Lesson 7: <i>Probability</i> pp. 156-157
3.PS.18 Analyze problems by observing patterns	Unit 5 – Lesson 6: <i>Picture Patterns</i> pp. 100-101 Unit 5 – Lesson 7: <i>Pattern Puzzles</i> pp. 102-103
3.PS.19 State a problem in their own words	Unit 1 – Lesson 1: <i>Four-Digit Numbers</i> pp. 18-19 Unit 7 – Lesson 5: <i>Area</i> pp. 134-135
<b>Students will monitor and reflect on the process of mathematical problem solving.</b>	
3.PS.20 Determine what information is needed to solve a problem	Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i> pp. 64-65 Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77
3.PS.21 Discuss with peers to understand a problem situation	Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67 Unit 6 – Lesson 3: <i>Plane Figures</i> pp. 112-113
3.PS.22 Discuss the efficiency of different representations of a problem	Unit 4 – Lesson 1: <i>Tenths</i> pp. 72-73 Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129
3.PS.23 Verify results of a problem	Unit 2 – Lesson 2: <i>Adding Two-Digit Numbers</i> pp. 38-39 Unit 2 – Lesson 4: <i>Adding Three- and Four-Digit Numbers</i> pp. 42-43

<b>New York State Learning Standards</b>	<b>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</b>
3.PS.24 Recognize invalid approaches	Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 – Lesson 4: <i>Perimeter</i> pp. 132-133
3.PS.25 Determine whether a solution is reasonable in the context of the original problem	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23 Unit 2 – Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41
<b>Reasoning and Proof Strand</b>	
<b>Students will recognize reasoning and proof as fundamental aspects of mathematics.</b>	
3.RP.1 Use representations to support mathematical ideas	Unit 4 – Lesson 8: <i>Money Word Problems</i> pp. 86-87 Unit 5 – Lesson 7: <i>Pattern Puzzles</i> pp. 102-103
3.RP.2 Determine whether a mathematical statement is true or false and explain why	Unit 5 – Lesson 5: <i>Number Machines</i> pp. 98-99 Unit 8 – Lesson 6: <i>Likelihood</i> pp. 154-155
<b>Students will make and investigate mathematical conjectures.</b>	
3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas	Unit 5 – Lesson 5: <i>Number Machines</i> pp. 98-99 Unit 8 – Lesson 7: <i>Probability</i> pp. 156-157
3.RP.4 Make conjectures from a variety of representations	Unit 2 – Lesson 5: <i>Regrouping Two-Digit Numbers for Subtraction</i> pp. 44-45 Unit 8 – Lesson 8: <i>Fair and Unfair Games</i> pp. 158-159
<b>Students will develop and evaluate mathematical arguments and proofs.</b>	
3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions	Unit 4 – Lesson 5: <i>Bills and Coins</i> pp. 80-81 Unit 7 – Lesson 5: <i>Area</i> pp. 134-135
3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms	Unit 2 – Lesson 6: <i>Subtraction of Three- and Four-Digit Numbers</i> pp. 46-47

New York State Learning Standards	Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples
	Unit 3 – Lesson 5: <i>Multiplication Facts of 7 and 9</i> pp. 62-63
3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students	Unit 2 – Lesson 6: <i>Subtraction of Three- and Four-Digit Numbers</i> pp. 46-47 Unit 2 – Lesson 7: <i>Subtraction with Zero</i> pp. 48-49
<b>Students will select and use various types of reasoning and methods of proof.</b>	
3.RP.8 Support an argument by trying many cases	Unit 5 – Lesson 1: <i>Missing Addends and Subtrahends</i> pp. 90-91 Unit 8 – Lesson 7: <i>Probability</i> pp. 156-157
<b>Communication Strand</b>	
<b>Students will organize and consolidate their mathematical thinking through communication.</b>	
3.CM.1 Understand and explain how to organize their thought process	Unit 1 – Lesson 6: <i>Fraction as Part of a Set</i> pp. 28-29 Unit 2 – Lesson 6: <i>Subtraction of Three- and Four-Digit Numbers</i> pp. 46-47
3.CM.2 Verbally explain their rationale for strategy selection	Unit 1 – Lesson 8: <i>Reading and Writing Numbers Through 999,999</i> pp. 32-33 Unit 2 – Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41
3.CM.3 Provide reasoning both in written and verbal form	Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69
<b>Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</b>	
3.CM.4 Organize and accurately label work	Unit 7 – Lesson 1: <i>Time</i> pp. 126-127 Unit 7 – Lesson 4: <i>Perimeter</i> pp. 132-133
3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and	Unit 6 – Lesson 4: <i>Congruent Figures</i> pp. 114-115 Unit 6 –

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<b>New York State Learning Standards</b>	<b>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</b>
expressions in written and verbal form	Lesson 5: <i>Lines of Symmetry</i> pp. 116-117
3.CM.6 Answer clarifying questions from others	Unit 6 – Lesson 7: <i>Solid Figures and Their Nets</i> pp. 120-121 Unit 8 – Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147
<b>Students will analyze and evaluate the mathematical thinking and strategies of others.</b>	
3.CM.7 Listen for understanding of mathematical solutions shared by other students	Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 5 – Lesson 2: <i>Missing Factors</i> pp. 92-93
3.CM.8 Consider strategies used and solutions found in relation to their own work	Unit 2 – Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41 Unit 5 – Lesson 2: <i>Missing Factors</i> pp. 92-93
<b>Students will use the language of mathematics to express mathematical ideas precisely.</b>	
3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others	On the Unit Introduction pages in the <i>Math Elevations Teacher's Guide</i> , key vocabulary and definitions are given for each unit. The math content vocabulary (also in Spanish) is listed in the left margin of each two-page lesson of the Teacher's Guide. Teachers use these terms throughout the detailed lessons. Students are encouraged to use these math terms throughout the Concrete, Representational, Abstract, Wrap up, and Challenge activities of the lesson. Students will also read these words while working in their Student Books, and on their Quizzes and Unit Assessments. There is a Glossary of all math vocabulary terms in the Student Book. Units 1-8
3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary	Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95 Unit 6 – Lesson 2: <i>Types of Lines</i> pp. 110-111
3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning	Unit 1 – Lesson 2: <i>Comparing and Ordering Numbers</i> pp. 20-21 Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67
<b>Connections Strand</b>	

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<b>Students will recognize and use connections among mathematical ideas.</b>	
3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas	Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69 Unit 7 – Lesson 1: <i>Time</i> pp. 126-127
3.CN.2 Compare and contrast mathematical ideas	Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67 Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77
3.CN.3 Connect and apply mathematical information to solve problems	Unit 2 – Lesson 5: <i>Regrouping Two-Digit Numbers for Subtraction</i> pp. 44-45 Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55
<b>Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</b>	
3.CN.4 Understand multiple representations and how they are related	Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 6 – Lesson 4: <i>Congruent Figures</i> pp. 114-115
3.CN.5 Model situations with objects and representations and be able to make observations	Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77 Unit 6 – Lesson 8: <i>Volume</i> pp. 122-123
<b>Students will recognize and apply mathematics in contexts outside of mathematics.</b>	
3.CN.6 Recognize the presence of mathematics in their daily lives	Unit 4 – Lesson 6: <i>Making Change</i> pp. 82-83 Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139
3.CN.7 Apply mathematics to solve problems that develop outside of mathematics	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Unit 8 – Lesson 8: <i>Fair and Unfair Games</i> pp. 158-159
3.CN.8 Recognize and apply mathematics to other disciplines	Unit 7 – Lesson 6: <i>Weight</i> pp. 136-137 Unit 8 – Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151

New York State Learning Standards	Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples
<b>Representation Strand</b>	
<b>Students will create and use representations to organize, record, and communicate mathematical ideas.</b>	
3.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations	Unit 2 – Lesson 6: <i>Subtraction of Three- and Four-Digit Numbers</i> pp. 46-47 Unit 7 – Lesson 1: <i>Time</i> pp. 126-127
3.R.2 Share mental images of mathematical ideas and understandings	Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57 Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129
3.R.3 Recognize and use external mathematical representations	Unit 6 – Lesson 1: <i>Lines and Angles</i> pp. 108-109 Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139
3.R.4 Use standard and nonstandard representations with accuracy and detail	Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 – Lesson 8: <i>Appropriate Units</i> pp. 140-141
<b>Students will select, apply, and translate among mathematical representations to solve problems.</b>	
3.R.5 Understand similarities and differences in representations	Unit 2 – Lesson 1: <i>Addition and Subtraction Families</i> pp. 36-37 Unit 6 – Lesson 2: <i>Types of Lines</i> pp. 110-111
3.R.6 Connect mathematical representations with problem solving	Unit 2 – Lesson 5: <i>Regrouping Two-Digit Numbers for Subtraction</i> pp. 44-45 Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55
3.R.7 Construct effective representations to solve problems	Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69 Unit 4 – Lesson 8: <i>Money Word Problems</i> pp. 86-87
<b>Students will use representations to model and interpret physical, social, and mathematical phenomena.</b>	
3.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23

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apples in a tree)	Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51
3.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)	Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69 Unit 4 – Lesson 5: <i>Bills and Coins</i> pp. 80-81
3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)	Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 5 – Lesson 5: <i>Number Machines</i> pp. 98-99
<b>Number Sense and Operations Strand</b>	
<b>Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.</b>	
3.N.1 Skip count by 25's, 50's, 100's to 1,000	Unit 5 – Lesson 3: <i>Skip Counting</i> pp. 94-95
3.N.2 Read and write whole numbers to 1,000	Unit 1 – Lesson 1: <i>Four-Digit Numbers</i> pp. 18-19 Unit 1 – Lesson 8: <i>Reading and Writing Numbers Through 999,999</i> pp. 32-33
3.N.3 Compare and order numbers to 1,000	Unit 1 – Lesson 2: <i>Comparing and Ordering Numbers</i> pp. 20-21
3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	Unit 1 – Lesson 1: <i>Four-Digit Numbers</i> pp. 18-19
3.N.5 Use a variety of strategies to compose and decompose three-digit numbers	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23 Unit 2 – Lesson 4: <i>Adding Three- and Four-Digit Numbers</i> pp. 42-43
3.N.6 Use and explain the commutative property of addition and multiplication	Unit 2 – Lesson 1: <i>Addition and Subtraction Families</i> pp. 36-37 Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55
3.N.7 Use 1 as the identity element for multiplication	Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57

<b>New York State Learning Standards</b>	<b>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</b>
3.N.8 Use the zero property of multiplication	Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57
3.N.9 Understand and use the associative property of addition	Unit 2 – Lesson 1: <i>Addition and Subtraction Families</i> pp. 36-37
3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27 Unit 1 – Lesson 6: <i>Fractions as Part of a Set</i> pp. 28-29
3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{6}$ and $\frac{1}{10}$ as part of a whole or a set of objects	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27 Unit 1 – Lesson 6: <i>Fractions as Part of a Set</i> pp. 28-29
3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27
3.N.13 Recognize fractional numbers as equal parts of a whole	Unit 1 – Lesson 5: <i>Fractions as Part of a Whole</i> pp. 26-27 Unit 1 – Lesson 6: <i>Fractions as Part of a Set</i> pp. 28-29
3.N.14 Explore equivalent fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ )	Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31
3.N.15 Compare and order unit fractions ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ ) and find their approximate locations on a number line	Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31
3.N.16 Identify odd and even numbers	Unit 1 – Lesson 4: <i>Odd and Even Numbers</i> pp. 24-25
3.N.17 Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction	Unit 1 – Lesson 4: <i>Odd and Even Numbers</i> pp. 24-25
<b>Students will understand meanings of operations and procedures, and how they relate to one another.</b>	
3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	Unit 2 – Lesson 4: <i>Adding Three- and Four-Digit Numbers</i> pp. 42-43 Unit 2 – Lesson 6: <i>Subtraction of Three- and Four-Digit Numbers</i> pp. 46-47
3.N.19 Develop fluency with single-digit multiplication facts	Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57 Unit 3 – Lesson 3: <i>Multiplication Facts of 3 and 6</i> pp. 58-59

New York State Learning Standards	<i>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</i>
	Unit 3 – Lesson 4: <i>Multiplication Facts of 4 and 8</i> pp. 60-61 Unit 3 – Lesson 5: <i>Multiplication Facts of 7 and 9</i> pp. 62-63
3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	Unit 3 – Lesson 2: <i>Multiplication Facts of 2, 5, and 10</i> pp. 56-57 Unit 3 – Lesson 5: <i>Multiplication Facts of 7 and 9</i> pp. 62-63
3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	Unit 3 – Lesson 1: <i>Meaning of Multiplication</i> pp. 54-55 Unit 3 – Lesson 5: <i>Multiplication Facts of 7 and 9</i> pp. 62-63
3.N.22 Demonstrate fluency and apply single-digit division facts	Unit 3 – Lesson 6: <i>Division as Equal Grouping and Sharing Equally</i> pp. 64-65 Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67
3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division	Unit 3 – Lesson 7: <i>Dividing Using Inverse Operations</i> pp. 66-67 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69
3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations	Unit 2 – Lesson 8: <i>Addition and Subtraction Word Problems</i> pp. 50-51 Unit 3 – Lesson 8: <i>Multiplication and Division Word Problems</i> pp. 68-69
<b>Students will compute accurately and make reasonable estimates.</b>	
3.N.25 Estimate numbers up to 500	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23 Unit 2 – Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41
3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate	Unit 1 – Lesson 3: <i>Rounding</i> pp. 22-23
3.N.27 Check reasonableness of an answer by using estimation	Unit 2 – <u>Lesson 2: <i>Adding Two-Digit Numbers</i> pp. 38-39</u> Lesson 3: <i>Using Estimation in Addition</i> pp. 40-41
<b>Algebra Strand</b>	

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New York State Learning Standards	Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples
<b>Students will perform algebraic procedures accurately.</b>	
3.A.1 Use the symbols $<$ , $>$ , $=$ (with and without the use of a number line) to compare whole numbers and unit fractions ( $1/2$ , $1/3$ , $1/4$ , $1/5$ , $1/6$ , and $1/10$ )	Unit 1 – Lesson 2: <i>Comparing and Ordering Numbers</i> pp. 20-21 Unit 1 – Lesson 7: <i>Comparing Fractions</i> pp. 30-31
<b>Students will recognize, use, and represent algebraically patterns, relations, and functions.</b>	
3.A.2 Describe and extend numeric (+, -) and geometric patterns	Unit 5 – Lesson 4: <i>Number Patterns</i> pp. 96-97 Unit 5 – Lesson 6: <i>Picture Patterns</i> pp. 100-101
<b>Geometry Strand</b>	
<b>Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.</b>	
3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)	Unit 6 – Lesson 3: <i>Plane Figures</i> pp. 112-113 Unit 6 – Lesson 6: <i>Solid Figures</i> pp. 118-119
3.G.2 Identify congruent and similar figures	Unit 6 – Lesson 4: <i>Congruent Figures</i> pp. 114-115 Unit 6 – Lesson 3: <i>Plane Figures</i> pp. 112-113
3.G.3 Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone	Unit 6 – Lesson 6: <i>Solid Figures</i> pp. 118-119 <a href="#">Lesson 7: <i>Solid Figure and Their Nets</i> pp. 120-121</a>
3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes	Unit 6 – <a href="#">Lesson 6: <i>Solid Figures</i> pp. 118-119</a> <a href="#">Lesson 7: <i>Solid Figure and Their Nets</i> pp. 120-121</a>
<b>Students will apply transformations and symmetry to analyze problem solving situations.</b>	
3.G.5 Identify and construct lines of symmetry	Unit 6 – <a href="#">Lesson 5: <i>Lines of Symmetry</i> pp. 116-117</a>
<b>Measurement Strand</b>	
<b>Students will determine what can be measured and how, using appropriate methods and formulas.</b>	
3.M.1 Select tools and units (customary) appropriate for the length measured	Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129
3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards)	Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 –

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<b>New York State Learning Standards</b>	<b>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</b>
	Lesson 8: <i>Appropriate Units</i> pp. 140-141
3.M.3 Measure objects, using ounces and pounds	Unit 7 – Lesson 6: <i>Weight</i> pp. 136-137 Unit 7 – Lesson 8: <i>Appropriate Units</i> pp. 140-141
3.M.4 Recognize capacity as an attribute that can be measured	Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139
3.M.5 Compare capacities (e.g., Which contains more? Which contains less?)	Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139 Unit 7 – Lesson 8: <i>Appropriate Units</i> pp. 140-141
3.M.6 Measure capacity, using cups, pints, quarts, and gallons	Unit 7 – Lesson 7: <i>Capacity</i> pp. 138-139 Unit 7 – Lesson 8: <i>Appropriate Units</i> pp. 140-141
<b>Students will use units to give meaning to measurements.</b>	
3.M.7 Count and represent combined coins and dollars, using currency symbols (\$0.00)	Unit 4 – Lesson 3: <i>Dollars, Dimes, and Pennies</i> pp. 76-77 Lesson 4: <i>Nickels and Quarters</i> pp. 78-79 Lesson 5: <i>Bills and Coins</i> pp. 80-81 Lesson 6: <i>Making Change</i> pp. 82-83 Lesson 7: <i>Addition and Subtraction of Money</i> pp. 84-85 Lesson 8: <i>Money Word Problems</i> pp. 86-87
3.M.8 Relate unit fractions to the face of the clock: Whole = 60 minutes $\frac{1}{2}$ = 30 minutes $\frac{1}{4}$ = 15 minutes	Unit 7 – Lesson 1: <i>Time</i> pp. 126-127
<b>Students will develop strategies for estimating measurements.</b>	
3.M.9 Tell time to the minute, using digital and analog clocks	Unit 7 – Lesson 1: <i>Time</i> pp. 126-127
3.M.10 Select and use standard (customary) and non-standard units to estimate measurements	Unit 7 – Lesson 2: <i>Length (Customary Units)</i> pp. 128-129 Unit 7 – Lesson 3: <i>Length (Metric)</i> pp. 130-131
<b>Statistics and Probability Strand</b>	
<b>Students will collect, organize, display, and analyze data.</b>	
3.S.1 Formulate questions about themselves and their surroundings	Unit 8 – Lesson 1: <i>Tally Charts</i> pp. 144-145

<b>New York State Learning Standards</b>	<b>Math Elevations Teacher's Guide Level "C" (Grade 3) Lesson Examples</b>
3.S.2 Collect data using observation and surveys, and record appropriately	Unit 8 – Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147
3.S.3 Construct a frequency table to represent a collection of data	Unit 8 – Lesson 1: <i>Tally Charts</i> pp. 144-145 Unit 8 – Lesson 2: <i>Reading Charts and Tables</i> pp. 146-147
3.S.4 Identify the parts of pictographs and bar graphs	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153
3.S.5 Display data in pictographs and bar graphs	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153
3.S.6 State the relationships between pictographs and bar graphs	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153
3.S.7 Read and interpret data in bar graphs and pictographs	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153
<b>Students will make predictions that are based upon data analysis.</b>	
3.S.8 Formulate conclusions and make predictions from graphs	Unit 8 – Lesson 3: <i>Pictographs</i> pp. 148-149 Lesson 4: <i>Simple Bar Graphs</i> pp. 150-151 Lesson 5: <i>Bar Graphs with a Scale</i> pp. 152-153