
Grade 3 | Idaho Mathematics Content Standards (2022) Correlation to *Eureka Math*²® (2027)

*Eureka Math*² is a research-proven math curriculum that empowers teachers to center instructional techniques on student success. Teachers can foster more “aha!” learning moments by providing the support needed for all learners to build a more confident math mindset.

This *Eureka Math*² edition builds on a strong foundation of effective instruction. It provides teachers with guidance on delivering rigorous instruction that honors student choice and encourages confident problem-solving.

*Eureka Math*² carefully sequences mathematical content to maximize vertical alignment from kindergarten through high school. This kind of sequencing has proven to be essential in students’ mastery of math.

Teachability

*Eureka Math*² employs streamlined materials that allow teachers to plan more efficiently and focus their energy on delivering high-quality instruction that meets the individual needs of their students. Differentiation suggestions, slide decks, digital interactives, and multiple forms of assessment are just a few of the resources built into the teacher materials.

Accessibility

*Eureka Math*² incorporates Universal Design for Learning (UDL) principles so all learners can access the mathematics and take on challenging math concepts. UDL, Differentiation, and Multilingual Learner supports are built into the instructional design and are clearly identified in the *Teach* book.

The curriculum also carries a focus on readability. By eliminating unnecessary words and using clear sentences, the *Eureka Math*² teacher-writers have created one of the most readable mathematics curricula on the market. The curriculum’s readability and accessibility help all students see themselves as mathematical thinkers and doers who are fully capable of owning their mathematics learning.

Math Confidence

*Eureka Math*² fosters a classroom culture of learning by encouraging student-led discourse and cognitive engagement that results in confident learners. By leveraging consistent models, routines, and progressions, teachers can remove barriers and allow all students an avenue to success. Within the digital platform, each grade includes wordless videos and digital interactives that spark students’ curiosity and help them make conceptual connections. Using the *Learn* books, students wonder, explore, and make sense of mathematics, which helps them develop a strong, positive mathematical identity.

Standards for Mathematical Practice	Aligned Components of <i>Eureka Math</i> ²
<p>MP.1 Make sense of problems and persevere in solving them.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.2 Reason abstractly and quantitatively.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.4 Model with mathematics.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.5 Use appropriate tools strategically.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.6 Attend to precision.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.7 Look for and make use of structure.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>
<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Lessons in every module engage students in mathematical practices. These are indicated in margin notes included with every lesson.</p>

Operations and Algebraic Thinking

3.OA.A Represent and solve problems involving multiplication and division.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.OA.A.1</p> <p>Interpret a product of whole numbers as a grouping of sets, e.g., 5×7 as five groups of seven objects each.</p>	<p>3 M1 Lesson 2: Interpret equal groups as multiplication.</p> <p>3 M1 Lesson 3: Relate multiplication to the array model.</p> <p>3 M1 Lesson 4: Interpret the meaning of factors as number of groups or number in each group.</p> <p>3 M1 Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.</p> <p>3 M1 Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.</p> <p>3 M1 Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 18: Create multiplication and division word problems.</p>
<p>3.OA.A.2</p> <p>Interpret a quotient of whole numbers as equal sharing, e.g., $56 \div 8$ as the number in each share when 56 objects are split into 8 equal shares, or as the number of shares when 56 objects are split into equal shares of 8 objects each.</p>	<p>3 M1 Lesson 6: Explore measurement and partitive division by modeling concretely and drawing.</p> <p>3 M1 Lesson 7: Model measurement and partitive division by drawing equal groups.</p> <p>3 M1 Lesson 8: Model measurement and partitive division by drawing arrays.</p> <p>3 M1 Lesson 9: Represent and solve division word problems using drawings and equations.</p> <p>3 M1 Lesson 15: Model division as an unknown factor problem.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 18: Represent and solve measurement and partitive division word problems.</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 18: Create multiplication and division word problems.</p>

Idaho Mathematics Content Standards

Aligned Components of *Eureka Math*²

<p>3.OA.A.3</p> <p>Use multiplication and division within 100 to solve word problems involving equal groups, arrays, and measurements by using visual and symbolic representations, with a symbol for an unknown number.</p>	<p>3 M1 Lesson 5: Represent and solve multiplication word problems by using drawings and equations.</p> <p>3 M1 Lesson 8: Model measurement and partitive division by drawing arrays.</p> <p>3 M1 Lesson 9: Represent and solve division word problems using drawings and equations.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 18: Represent and solve measurement and partitive division word problems.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 12: Solve one-step word problems involving multiplication and division.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p>
<p>3.OA.A.4</p> <p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p>	<p>3 M1 Lesson 15: Model division as an unknown factor problem.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p>

Operations and Algebraic Thinking

3.OA.B Understand properties of multiplication and the relationship between multiplication and division.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.OA.B.5</p> <p>Apply the properties of operations to multiply and divide.</p>	<p>3 M1 Lesson 10: Demonstrate the commutative property of multiplication using a unit of 2 and the array model.</p> <p>3 M1 Lesson 11: Demonstrate the commutative property of multiplication using a unit of 4 and the array model.</p> <p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 13: Demonstrate the commutative property of multiplication using a unit of 3 and the array model.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 3: Count by units of 8 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 4: Decompose pictorial arrays to create expressions with three factors.</p> <p>3 M3 Lesson 5: Use the break apart and distribute strategy to multiply with units of 6 and 8.</p> <p>3 M3 Lesson 6: Use the break apart and distribute strategy to divide with units of 6 and 8.</p> <p>3 M3 Lesson 8: Use the break apart and distribute strategy to multiply with units of 7.</p> <p>3 M3 Lesson 9: Model the associative property as a strategy to multiply.</p> <p>3 M3 Lesson 10: Use parentheses in expressions with different operations.</p> <p>3 M3 Lesson 11: Use the break apart and distribute strategy to divide with units of 7.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p>

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<p>3.OA.B.6</p> <p>Understand division as determining an unknown factor in a multiplication problem.</p>	<p>3 M1 Lesson 15: Model division as an unknown factor problem.</p> <p>3 M1 Lesson 16: Model the quotient as the number of groups using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 17: Model the quotient as the size of each group using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M3 Lesson 2: Count by units of 6 to multiply and divide by using arrays.</p> <p>3 M3 Lesson 7: Count by units of 7 to multiply and divide by using arrays and tape diagrams.</p>

Operations and Algebraic Thinking

3.OA.C Multiply and divide within 100.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.OA.C.7</p> <p>Demonstrate fluency for multiplication within 100.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>3.OA.C.7.a</p> <p>Demonstrate understanding of strategies that make use of the relationship between multiplication and division or properties of operations.</p>	<p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M1 Lesson 21: Compose and decompose arrays to create expressions with three factors.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.OA.C.7.a <i>continued</i></p>	<p>3 M3 Lesson 17: Identify and complete patterns with input–output tables.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>
<p>3.OA.C.7.b</p> <p>Know from memory all products of two single-digit numbers and related division facts.</p>	<p>3 M1 Lesson 12: Demonstrate the distributive property using a unit of 4.</p> <p>3 M1 Lesson 14: Demonstrate the distributive property using units of 2, 3, 4, 5, and 10.</p> <p>3 M1 Lesson 19: Use the distributive property to break apart multiplication problems into known facts.</p> <p>3 M1 Lesson 20: Use the distributive property to break apart division problems into known facts.</p> <p>3 M1 Lesson 21: Compose and decompose arrays to create expressions with three factors.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M3 Lesson 1: Organize, count, and represent a collection of objects.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input–output tables.</p> <p>3 M3 Lesson 24: Organize, count, and represent a collection of objects.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>

Operations and Algebraic Thinking

3.OA.D Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.OA.D.8</p> <p>Solve two-step word problems involving whole numbers using the four operations.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>3.OA.D.8.a</p> <p>Represent these problems using equations with a letter standing for the unknown quantity.</p>	<p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 25: Solve two-step word problems.</p> <p>3 M3 Lesson 19: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p> <p>3 M6 Lesson 7: Count coins and create money word problems.</p>

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<p>3.OA.D.8.b</p> <p>Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.</p>	<p>2 M2 Lesson 7: Solve word problems by using simplifying strategies for addition.</p> <p>2 M2 Lesson 13: Represent and solve <i>take from</i> word problems.</p> <p>2 M2 Lesson 19: Solve word problems with simplifying strategies for subtraction.</p> <p>2 M4 Lesson 22: Solve <i>compare with smaller unknown</i> word problems.</p> <p>3 M1 Lesson 22: Represent and solve two-step word problems using the properties of multiplication.</p> <p>3 M1 Lesson 23: Represent and solve two-step word problems using drawings and equations.</p> <p>3 M2 Lesson 25: Solve two-step word problems.</p> <p>3 M3 Lesson 19: Solve two-step word problems involving all four operations and assess the reasonableness of solutions.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p> <p>3 M3 Lesson 25: Apply multiplication and division concepts to complete a multi-part task.</p> <p>3 M6 Lesson 7: Count coins and create money word problems.</p>
<p>3.OA.D.9</p> <p>Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.</p>	<p>3 M3 Lesson 13: Count by units of 9 to multiply.</p> <p>3 M3 Lesson 14: Apply strategies and identify patterns to multiply with units of 9.</p> <p>3 M3 Lesson 15: Reason about and explain patterns of multiplication and division with units of 1 and 0.</p> <p>3 M3 Lesson 16: Identify patterns using the multiplication table.</p> <p>3 M3 Lesson 17: Identify and complete patterns with input-output tables.</p> <p>3 M3 Lesson 23: Identify patterns and apply strategies to multiply with units of 11 and 12.</p>

Number and Operations in Base Ten

3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.NBT.A.1</p> <p>Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.</p>	<p>3 M2 Lesson 8: Read temperatures on a thermometer using number line concepts.</p> <p>3 M2 Lesson 9: Round two-digit numbers to the nearest ten on the vertical number line.</p> <p>3 M2 Lesson 10: Round two- and three-digit numbers to the nearest ten on the vertical number line.</p> <p>3 M2 Lesson 11: Round to the nearest hundred on the vertical number line.</p> <p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p>
<p>3.NBT.A.2</p> <p>Fluently add and subtract whole numbers within 1,000 using understanding of place value and properties of operations.</p>	<p>3 M2 Lesson 12: Estimate sums and differences by rounding.</p> <p>3 M2 Lesson 14: Use place value understanding to add and subtract like units.</p> <p>3 M2 Lesson 15: Use the associative property to make the next ten to add.</p> <p>3 M2 Lesson 16: Use compensation to add.</p> <p>3 M2 Lesson 17: Use place value understanding to subtract efficiently using take from a ten.</p> <p>3 M2 Lesson 18: Use place value understanding to subtract efficiently using take from a hundred.</p> <p>3 M2 Lesson 19: Use compensation to subtract.</p> <p>3 M2 Lesson 20: Add measurements using the standard algorithm to compose larger units once.</p> <p>3 M2 Lesson 21: Add measurements using the standard algorithm to compose larger units twice.</p> <p>3 M2 Lesson 22: Subtract measurements using the standard algorithm to decompose larger units once.</p> <p>3 M2 Lesson 23: Subtract measurements using the standard algorithm to decompose larger units twice.</p> <p>3 M2 Lesson 24: Subtract measurements using the standard algorithm to decompose larger units across two place values.</p> <p>3 M6 Lesson 26: Fluently multiply and divide within 100 and add and subtract within 1,000.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.NBT.A.3</p> <p>Multiply one-digit whole numbers by multiples of ten in the range 10–90 using understanding of place value and properties of operations.</p>	<p>3 M3 Lesson 20: Multiply by multiples of 10 by using the place value chart.</p> <p>3 M3 Lesson 21: Multiply by multiples of 10 by using place value strategies and the associative property.</p> <p>3 M3 Lesson 22: Solve two-step word problems involving multiplication of single-digit factors and multiples of 10.</p>

Number and Operations—Fractions

3.NF.A Develop understanding of fractions as numbers.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.NF.A.1</p> <p>Understand a fraction $\frac{1}{b}$ as the quantity formed by one part when a whole (a single unit) is partitioned into b equal parts; understand $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.</p>	<p>3 M5 Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction.</p> <p>3 M5 Lesson 5: Partition a whole into fractional units and write fractions in fraction form.</p> <p>3 M5 Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.</p> <p>3 M5 Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.</p> <p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.NF.A.2</p> <p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>

Idaho Mathematics Content Standards

Aligned Components of *Eureka Math*²

<p>3.NF.A.2.a</p> <p>Represent a unit fraction $\frac{1}{b}$ 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 $\frac{1}{b}$ and that the fraction $\frac{1}{b}$ is located $\frac{1}{b}$ of a whole unit from 0 on the number line.</p>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p>
<p>3.NF.A.2.b</p> <p>Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a length $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</p>	<p>3 M5 Lesson 11: Locate fractions from 0 to 1 on a number line by using fraction tiles.</p> <p>3 M5 Lesson 12: Represent fractions from 0 to 1 on a number line.</p> <p>3 M5 Lesson 15: Identify fractions on a ruler as numbers on a number line.</p> <p>3 M5 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>
<p>3.NF.A.3</p> <p>Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>
<p>3.NF.A.3.a</p> <p>Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p>	<p>3 M5 Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</p> <p>3 M5 Lesson 14: Recognize that equivalent fractions share the same location on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p>

<p style="text-align: center;">Idaho Mathematics Content Standards</p>	<p style="text-align: center;">Aligned Components of <i>Eureka Math</i>²</p>
<p>3.NF.A.3.a <i>continued</i></p>	<p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p>
<p>3.NF.A.3.b</p> <p>Recognize and generate simple equivalent fractions, and explain why the fractions are equivalent, such as by using a visual fraction model.</p>	<p>3 M5 Lesson 13: Identify equivalent fractions from 0 to 1 with tape diagrams and on number lines.</p> <p>3 M5 Lesson 14: Recognize that equivalent fractions share the same location on a number line.</p> <p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 26: Create a ruler with 1-inch, half-inch, and quarter-inch intervals.</p>
<p>3.NF.A.3.c</p> <p>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</p>	<p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 17: Represent fractions greater than 1 on a number line and identify fractions equivalent to whole numbers.</p> <p>3 M5 Lesson 22: Identify fractions equivalent to whole numbers by using number lines.</p> <p>3 M5 Lesson 23: Reason to find fractions equivalent to whole numbers by using patterns and number lines.</p> <p>3 M5 Lesson 24: Generate equivalent fractions greater than 1 by using a number line.</p> <p>3 M5 Lesson 25: Express whole numbers as fractions with a denominator of 1.</p>

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<p>3.NF.A.3.d</p> <p>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize the comparisons are valid only when the two fractions refer to the same whole. Record the results of the comparisons with the symbols $>$, $=$, and $<$, and justify the conclusion using visual representations and/or verbal reasoning.</p>	<p>3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely.</p> <p>3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.</p> <p>3 M5 Lesson 18: Compare fractions with like units by using a number line.</p> <p>3 M5 Lesson 19: Compare fractions with unlike units but the same numerator by using number lines.</p> <p>3 M5 Lesson 20: Compare fractions with related units by using a number line.</p> <p>3 M5 Lesson 21: Compare various fractions by representing them on number lines.</p> <p>3 M5 Lesson 27: Apply fraction concepts to complete a multi-part task.</p>

Measurement and Data

3.MD.A Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

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<p>3.MD.A.1</p> <p>Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.</p>	<p>3 M6 Lesson 1: Relate skip-counting by fives on the clock to telling time on the number line.</p> <p>3 M6 Lesson 2: Count by fives and ones on the number line as a strategy for telling time to the nearest minute on the clock.</p> <p>3 M6 Lesson 3: Solve time word problems where the end time is unknown.</p> <p>3 M6 Lesson 4: Solve time word problems where the start time is unknown.</p> <p>3 M6 Lesson 5: Solve time word problems where the change in time is unknown.</p> <p>3 M6 Lesson 6: Solve time word problems and use time data to create a line plot.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.A.2</p> <p>Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit).</p>	<p>3 M2 Lesson 1: Connect the composition of 1 kilogram to the composition of 1 thousand.</p> <p>3 M2 Lesson 2: Estimate the weight of familiar objects and read scales when weighing objects.</p> <p>3 M2 Lesson 3: Use all four operations to solve one-step word problems involving weight.</p> <p>3 M2 Lesson 4: Connect decomposition of 1 liter to the decomposition of 1 thousand.</p> <p>3 M2 Lesson 5: Estimate and measure liquid volume using a vertical number line and connect composition of 1 liter to composition of 1 thousand.</p> <p>3 M2 Lesson 6: Use all four operations to solve one-step word problems involving liquid volume.</p> <p>3 M2 Lesson 7: Solve one-step word problems using metric units.</p>

Measurement and Data

3.MD.B Represent and interpret data.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.B.3</p> <p>Draw a scaled picture graph and 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.</p>	<p>3 M2 Lesson 13: Collect and represent data in a scaled bar graph and solve related problems.</p> <p>3 M6 Lesson 22: Generate categorical data and represent it by using a scaled picture graph.</p> <p>3 M6 Lesson 23: Solve word problems by creating scaled picture graphs and scaled bar graphs.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.B.4</p> <p>Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths quarter unit. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units—whole numbers, halves, or fourths.</p>	<p>3 M5 Lesson 16: Measure lengths and record data on a line plot.</p> <p>3 M6 Lesson 20: Record measurement data in a line plot.</p> <p>3 M6 Lesson 21: Create and analyze a line plot for measurement data to the nearest half unit and quarter unit.</p> <p>4 Data Investigation: Ramp Heights*</p> <p><i>*Note: The Investigation does not require the use of a dot plot, but a dot plot is used as an example for class data.</i></p>

Measurement and Data

3.MD.C Geometric measurement: Understand concepts of area and relate area to multiplication and to addition.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.C.5</p> <p>Recognize area as an attribute of plane figures and understand concepts of area measurement.</p>	<p>3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.C.5.a</p> <p>A square with side length one unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>
<p>3.MD.C.5.b</p> <p>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>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p>
<p>3.MD.C.6</p> <p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and nonstandard units).</p>	<p>3 M4 Lesson 2: Recognize area as an attribute of polygons.</p> <p>3 M4 Lesson 3: Tile polygons to find their areas.</p> <p>3 M4 Lesson 4: Compose rectangles to compare areas.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area.</p> <p>3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.</p> <p>3 M4 Lesson 16: Solve historical math problems involving area.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p>
<p>3.MD.C.7</p> <p>Relate area to the operations of multiplication and addition.</p>	<p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p>

Idaho Mathematics Content Standards

Aligned Components of *Eureka Math*²

<p>3.MD.C.7.a</p> <p>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>3 M4 Lesson 6: Tile rectangles with squares to make arrays and relate the side lengths to the area.</p> <p>3 M4 Lesson 7: Draw rows and columns to complete a rectangular array and determine its area.</p> <p>3 M4 Lesson 8: Determine the area of a rectangle by using side lengths.</p> <p>3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area.</p>
<p>3.MD.C.7.b</p> <p>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>3 M4 Lesson 8: Determine the area of a rectangle by using side lengths.</p> <p>3 M4 Lesson 9: Multiply side lengths to find the area of a rectangle.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 12: Find all possible side lengths of rectangles with a given area.</p> <p>3 M4 Lesson 13: Apply area understanding to real-world situations.</p> <p>3 M4 Lesson 14: Reason to find the area of composite shapes by using grids.</p> <p>3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles.</p> <p>3 M4 Lesson 17: Apply area concepts to a real-world context.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p> <p>3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>
<p>3.MD.C.7.c</p> <p>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>3 M4 Lesson 10: Compose large rectangles and reason about their areas.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 13: Apply area understanding to real-world situations.</p>

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.C.7.d</p> <p>Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the nonoverlapping parts, applying this technique to solve real-world problems.</p>	<p>3 M4 Lesson 10: Compose large rectangles and reason about their areas.</p> <p>3 M4 Lesson 11: Decompose to find the total area of a rectangle.</p> <p>3 M4 Lesson 14: Reason to find the area of composite shapes by using grids.</p> <p>3 M4 Lesson 15: Reason to find the area of composite shapes by using rectangles.</p> <p>3 M4 Lesson 17: Apply area concepts to a real-world context.</p> <p>3 M4 Lesson 18: Find the area of shapes and represent area data on a line plot.</p> <p>3 M4 Lesson 19: Apply area concepts to complete a multi-part task.</p>

Measurement and Data

3.MD.D Geometric measurement: Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.MD.D.8</p> <p>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.</p>	<p>3 M6 Lesson 13: Decompose quadrilaterals to understand perimeter as the boundary of a shape.</p> <p>3 M6 Lesson 14: Measure side lengths in whole-number units to determine the perimeters of polygons.</p> <p>3 M6 Lesson 15: Recognize perimeter as an attribute of shapes and solve problems with unknown measurements.</p> <p>3 M6 Lesson 16: Solve problems to determine the perimeters of rectangles with the same area.</p> <p>3 M6 Lesson 17: Solve problems to determine the areas of rectangles with the same perimeter.</p> <p>3 M6 Lesson 18: Solve real-world problems involving perimeter and unknown measurements by using all four operations.</p> <p>3 M6 Lesson 19: Measure the perimeter of various circles to the nearest quarter inch by using string.</p>

Geometry

3.G.A Reason with shapes and their attributes.

Idaho Mathematics Content Standards	Aligned Components of <i>Eureka Math</i> ²
<p>3.G.A.1</p> <p>Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category. Compare and classify shapes by their sides and angles. Recognize rhombi, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>	<p>3 M4 Lesson 1: Explore attributes of squares, rectangles, and trapezoids.</p> <p>3 M4 Lesson 5: Relate side lengths to the number of tiles on a side.</p> <p>3 M6 Lesson 8: Compare and classify quadrilaterals.</p> <p>3 M6 Lesson 9: Compare and classify other polygons.</p> <p>3 M6 Lesson 10: Draw polygons with specified attributes.</p> <p>3 M6 Lesson 11: Reason about composing polygons by using tetrominoes.</p> <p>3 M6 Lesson 12: Reason about composing polygons by using tangrams.</p>
<p>3.G.A.2</p> <p>Partition two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole.</p>	<p>3 M5 Lesson 1: Partition a whole into equal parts and name the fractional unit.</p> <p>3 M5 Lesson 2: Partition different wholes into fractional units concretely.</p> <p>3 M5 Lesson 3: Partition a whole into fractional units by folding fraction strips.</p> <p>3 M5 Lesson 4: Partition a whole into fractional units pictorially and identify the unit fraction.</p> <p>3 M5 Lesson 5: Partition a whole into fractional units and write fractions in fraction form.</p> <p>3 M5 Lesson 6: Build non-unit fractions less than 1 from unit fractions concretely.</p> <p>3 M5 Lesson 7: Identify and represent a whole as two parts: a unit fraction and a non-unit fraction.</p> <p>3 M5 Lesson 8: Identify and represent a whole as two non-unit fractions.</p> <p>3 M5 Lesson 9: Compare unit fractions by reasoning about their size concretely.</p> <p>3 M5 Lesson 10: Compare non-unit fractions less than 1 with the same numerator by using tape diagrams.</p>