
Grade 3 | Wyoming Mathematics Content and Performance Standards (2023 Emended 2025) 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 |
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| <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

Multiply and divide within 100.

Wyoming Mathematics Content and Performance Standards

Aligned Components of *Eureka Math*²

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| <p>3.OA.7</p> <p>Fluently multiply and divide with factors from 1 to 10 using mental strategies. By end of Grade 3, know automatically all products of one-digit factors based on strategies.</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> |

Operations and Algebraic Thinking

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

Wyoming Mathematics Content and Performance Standards

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| <p>3.OA.8</p> <p>Solve two-step word problems (limited to the whole number system) using the four basic operations. Students should apply the Order of Operations when there are no parentheses to specify a particular order.</p> <p>A. Represent these problems using equations with a symbol standing for the unknown quantity.</p> <p>B. 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 compare with smaller unknown 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 multiplying 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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Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic (a range of algorithms may be used).

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| 3.NBT.2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of addition, and/or the relationship between addition and subtraction. | <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> |

Number and Operations—Fractions

Develop understanding of fractions as numbers.

| Wyoming Mathematics Content and Performance Standards | Aligned Components of <i>Eureka Math</i> ² |
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| <p>3.NF.1</p> <p>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 $\frac{1}{b}$.</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.2</p> <p>Understand and represent fractions on a number line diagram.</p> | <p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p> |
| <p>3.NF.2A</p> <p>Represent a 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 endpoint of the part based at 0 locates the number $\frac{1}{b}$ 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> |

Wyoming Mathematics Content and Performance Standards

Aligned Components of *Eureka Math*²

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| <p>3.NF.2B</p> <p>Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ 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.3</p> <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> | <p><i>This standard is fully addressed by the lessons aligned to its subsections.</i></p> |
| <p>3.NF.3A</p> <p>Understand two fractions as equivalent 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>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> |

Wyoming Mathematics Content and Performance Standards

Aligned Components of *Eureka Math*²

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| <p>3.NF.3B</p> <p>Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent.</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.3C</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> |

Wyoming Mathematics Content and Performance Standards

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| <p>3.NF.3D</p> <p>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.</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> |
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Measurement and Data

Represent and interpret data.

Wyoming Mathematics Content and Performance Standards

Aligned Components of *Eureka Math*²

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| <p>3.MD.4</p> <p>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Use the data to create a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.</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> |
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Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

| Wyoming Mathematics Content and Performance Standards | Aligned Components of <i>Eureka Math</i> ² |
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| <p>3.MD.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> |
| <p>3.MD.7A</p> <p>Find the area of a rectangle with whole-number side lengths (dimensions) by multiplying them. Show that this area is the same as when counting unit squares.</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.7B</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> |

Wyoming Mathematics Content and Performance Standards

Aligned Components of *Eureka Math*²

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| <p>3.MD.7C</p> <p>Use area models to represent the distributive property in mathematical reasoning. 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 $a \times c$.</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> |
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Geometry

Reason with shapes and their attributes.

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| <p>3.G.1</p> <p>Use attributes of quadrilaterals to classify rhombuses, rectangles, and squares. Understand 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>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> |
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