Publisher/Developer:

Program Title:

Components:

Approved by the State Board of Education January 18, 2024

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# 2025 California Common Core State Standards: Mathematics Adoption[[1]](#footnote-2) Standards Map TemplateGrade Three

## Organization Around Major Conceptual Ideas

Evaluation criterion statement 1.2 requires that programs be consistent with the content of the 2023 *Mathematics Framework for California Public Schools, Kindergarten Through Grade Twelve* (*Mathematics Framework*). In order to be considered suitable for adoption by the State Board of Education, a publisher's or developer’s program must present content organized around major conceptual ideas, as demonstrated in chapters 6, 7, and 8, and as described in the Publishers and Content Developers Guide to the Mathematics Framework, found in chapter 13 of the *Mathematics Framework*.

1. Publishers/developers should use the first column of this table to list the major conceptual ideas used to organize the instructional program.
2. In the second column, publishers/developers should show how these relate to the Framework’s Big Ideas.
3. In the third column, publishers/developers should show the organization of the program by showing how the content standards are mapped to each of the major conceptual ideas or Big Ideas used by the program.

| **Major conceptual ideas in the program** | **How do the program’s major conceptual ideas map to the framework’s Big Ideas?** | **How are standards covered under the major conceptual ideas?** | **Met Yes** | **Met No** | **Reviewer Notes** |
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Publishers/developers should be aware of how major conceptual ideas develop from one grade to the next. For charts detailing the progression of the *Mathematics Framework*’s Big Ideas throughout the grade levels, see [chapter 6](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter6.docx&wdOrigin=BROWSELINK) (TK–grade 2 and grades 3–5) and [chapter 7](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.cde.ca.gov%2Fci%2Fma%2Fcf%2Fdocuments%2Fmathfwchapter7.docx&wdOrigin=BROWSELINK) (grades 6–8).

State-adopted instructional materials help teachers to present and students to learn the content set forth in the *California Common Core State Standards for Mathematics with California Additions,* which include boththe content standards and the standards for mathematical practice (SMPs). Publishers/developers should use the following tables to provide page number citations or other references that demonstrate alignment with the SMPs and content standards.

## Standards for Mathematical Practice

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| MP.1 | Make sense of problems and persevere in solving them.  |  |  |  |  |
| MP.2 | Reason abstractly and quantitatively. |  |  |  |  |
| MP.3 | Construct viable arguments and critique the reasoning of others. |  |  |  |  |
| MP.4 | Model with mathematics. |  |  |  |  |
| MP.5 | Use appropriate tools strategically. |  |  |  |  |
| MP.6 | Attend to precision. |  |  |  |  |
| MP.7 | Look for and make use of structure. |  |  |  |  |
| MP.8 | Look for and express regularity in repeated reasoning. |  |  |  |  |

## Grade-level Content Standards

### Domain: Operations and Algebraic Thinking

#### Cluster: Represent and solve problems involving multiplication and division.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.OA.1 | Interpret products of whole numbers. |  |  |  |  |
| 3.OA.2 | Interpret whole-number quotients of whole numbers. |  |  |  |  |
| 3.OA.3 | Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. |  |  |  |  |
| 3.OA.4 | Determine the unknown whole number in a multiplication or division equation relating three whole numbers. |  |  |  |  |

#### Cluster: Understand properties of multiplication and the relationship between multiplication and division.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.OA.5 | Apply properties of operations as strategies to multiply and divide.[[2]](#footnote-3)  |  |  |  |  |
| 3.OA.6 | Understand division as an unknown-factor problem.  |  |  |  |  |

#### Cluster: Multiply and divide within 100.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.OA.7 | Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. |  |  |  |  |

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

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.OA.8 | Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[[3]](#footnote-4) |  |  |  |  |
| 3.OA.9 | Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.  |  |  |  |  |

### Domain: Number and Operations in Base Ten

#### Cluster: Use place value understanding and properties of operations to perform multi-digit arithmetic.[[4]](#footnote-5)

How does the program address this aspect of the domain?

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.NBT.1 | Use place value understanding to round whole numbers to the nearest 10 or 100. |  |  |  |  |
| 3.NBT.2  | Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |  |  |  |
| 3.NBT.3 | Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. |  |  |  |  |

### Domain: Number and Operations—Fractions[[5]](#footnote-6)

#### Cluster: Develop understanding of fractions as numbers.

How does the program address this aspect of the domain?

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.NF.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*. |  |  |  |  |
| 3.NF.2a | Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction *1/b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts. Recognize that each part has size *1/b* and that the endpoint of the part based at 0 locates the number *1/b* on the number line. |  |  |  |  |
| 3.NF.2b | Understand a fraction as a number on the number line; represent fractions on a number line diagram. Represent a fraction *a*/*b* on a number line diagram by marking off *a* lengths *1/b* from 0. Recognize that the resulting interval has size *a*/*b* and that its endpoint locates the number *a*/*b* on the number line. |  |  |  |  |
| 3.NF.3a | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.  |  |  |  |  |
| 3.NF.3b | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Recognize and generate simple equivalent fractions. Explain why the fractions are equivalent. |  |  |  |  |
| 3.NF.3c | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers*.* |  |  |  |  |
| 3.NF.3d | Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. 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. |  |  |  |  |

### Domain: Measurement and Data

#### Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.MD.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. |  |  |  |  |
| 3.MD.2 | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[[6]](#footnote-7) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.[[7]](#footnote-8) |  |  |  |  |

#### Cluster: Represent and interpret data.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.MD.3 | Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.  |  |  |  |  |
| 3.MD.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. |  |  |  |  |

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

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.MD.5a | Recognize area as an attribute of plane figures and understand concepts of area measurement. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. |  |  |  |  |
| 3.MD.5b | Recognize area as an attribute of plane figures and understand concepts of area measurement. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. |  |  |  |  |
| 3.MD.6 | Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). |  |  |  |  |
| 3.MD.7a | Relate area to the operations of multiplication and addition. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. |  |  |  |  |
| 3.MD.7b | Relate area to the operations of multiplication and addition. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. |  |  |  |  |
| 3.MD.7c | Relate area to the operations of multiplication and addition. 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* × *b* and *a*× *c*. Use area models to represent the distributive property in mathematical reasoning. |  |  |  |  |
| 3.MD.7d | Relate area to the operations of multiplication and addition. 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. |  |  |  |  |

#### Cluster: Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

How does the program address this aspect of the domain?

| **Standard** | **Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.MD.8 | Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. |  |  |  |  |

### Domain: Geometry

#### Cluster: Reason with shapes and their attributes.

How does the program address this aspect of the domain?

| **Standard** | **Cluster/Standard Language** | **Publisher/Developer Citations** | **Met****Yes** | **Met No** | **Reviewer Notes** |
| --- | --- | --- | --- | --- | --- |
| 3.G.1 | Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |  |  |  |  |
| 3.G.2 | Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.  |  |  |  |  |

## Appendix: (Publisher/Developer, please enter any additional notes regarding the standards below.)

California Department of Education, October 2024

1. The California Common Core State Standards: Mathematics were adopted by the State Board of Education on August 2, 2010, (and modified pursuant to Senate Bill 1200 on January 16, 2013). This standards map is organized by Big Idea and Content Connections in alignment with the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*, approved by the State Board of Education on July 12, 2023. [↑](#footnote-ref-2)
2. Students need not use formal terms for these properties. [↑](#footnote-ref-3)
3. This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). [↑](#footnote-ref-4)
4. A range of algorithms may be used. [↑](#footnote-ref-5)
5. Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. [↑](#footnote-ref-6)
6. Excludes compound units such as $cm^{3}$and finding the geometric volume of a container. [↑](#footnote-ref-7)
7. Excludes multiplicative comparison problems (problems involving notions of “times as much”). [↑](#footnote-ref-8)