2025 California Common Core State Standards: Mathematics Adoption[1]
Standards Map Template
Grade 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.

[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.

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
Multiplication and division are the mathematics of equal groups.	Number flexibility to 100 for all four operations Patterns in four operations	3.MD.3, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9 The introduction of multiplication and division concepts builds on students' work with repeated addition. Investigations of arithmetic patterns and the scale of picture graphs are paired with early fluency targets for known multiplication facts and skip counting.			
Area is a way to describe and quantify two-dimensional space.	Square tiles Number flexibility to 100 for all four operations	3.MD.5, 3.MD.5.a, 3.MD.5.b, 3.MD.6, 3.MD.7.a, 3.MD.7.b, 3.MD.7.d, 3.OA.1, 3.OA.3, 3.OA.7, Tiling unit squares to find the area of rectangles connects to students' existing schema of arrays so they can justify using multiplication to determine area.			

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
Relating known facts and using flexible models and strategies can help to multiply and divide efficiently and fluently.	Number flexibility to 100 for all four operations Patterns in four operations	3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.9, 3.MD.3, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d Investigations of arithmetic patterns and the scale of picture graphs are paired with the intermediate fluency targets for known multiplication facts doubles of known facts to connect data representation to multiplicative thinking. Properties of operations help to use known facts to solve more difficult, unknown products.			
Two-dimensional shapes can be described by many different attributes, some of which can be quantified (e.g., perimeter, area) and some of which define what the shape is called (e.g., quadrilateral).	Number flexibility to 100 for all four operations Analyze quadrilaterals Square tiles	3.MD.7, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d, 3.MD.8, 3.OA.5, 3.OA.7, 3.NBT.2, 3.G.1 Measuring a shape in two different ways, area and perimeter, builds conceptual understanding of addition and multiplication and when to use each. Analysis of shapes is extended to classifying them by attribute.			

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
Understanding properties and using flexible models and strategies can help to multiply and divide efficiently and fluently.	Number flexibility to 100 for all four operations Patterns in four operations Square tiles	3.MD.3, 3.MD.7, 3.MD.7.b, 3.MD.7.c, 3.MD.7.d, 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.NBT.A.3 Investigations of arithmetic patterns and the scale of picture graphs are paired with fluency targets for known multiplication facts.			
The place value system is based on patterns, which makes expressing and working with numbers efficient.	Number flexibility to 100 for all four operations Patterns in four operations	3.NBT.1, 3.NBT.2, 3.OA.8 Two-step word problems require students to consider which of the four operations to use. Using the number line as a tool supports students' linear understanding of number in advance of placing fractions on the number line in the subsequent unit.			

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
Fractions extend the number system to include numbers that represent equal parts of a whole.	Fractions of shape and time Unit fraction models Fractions as relationships Square tiles	3.G.2, 3.MD.5, 3.MD.5.b, 3.MD.6, 3.NF.1, 3.NF.2, 3.NF.2.a, 3.NF.2.b, 3.NF.3.c Partitioning of shapes supports students' understanding of fractions, and tiling with unit squares to determine area helps students to verify equal parts.			
Any number can be represented in an infinite number of different, but equivalent, ways.	Fractions of shape and time Unit fraction models Fractions as relationships	3.NF.2, 3.NF.2.a, 3.NF.2.b, 3.NF.3.a, 3.NF.3.b, 3.NF.3.c, 3.NF.3.d, 3.G.2 Partitioning of shapes supports understanding fraction equivalency.			

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
Measuring the size of an object requires choosing an appropriate attribute, tool, and unit to match the situation.	Represent multivariable data Measuring Unit fraction models	3.MD.2, 3.MD.4, 3.NF.3.a, 3.NF.3.b, 3.OA.3, 3.OA.7, 3.OA.8 Mass and volume introduce new ways to think about size and this requires students to differentiate these from length, perimeter, and area. Rounding is done in service of estimating measurements in problems. Students apply understanding of fractions to measure length more precisely than whole units. Line plots give students a new way to represent length measurement data.			
Asking questions and using data to critically answer those questions help to make sense of the world.	Represent multivariable data Fractions of shape and time Patterns in four operations	3.MD.1, 3.MD.3, 3.OA.3, 3.OA.8 Time and data presented on scaled bar graphs are used as contexts for solving problems using the four operations. Telling time on analog clocks connects to partitioning shapes and fractions.			

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 (TK–grade 2 and grades 3–5) and chapter 7 (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 both the 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.	DPG G3_U01_L10 (E1, E3) DPG G3_U02_L08 (E1→RC1) DPG G3_U04_L08 (E1→E3) DPG G3_U04_L12 (E2→RC1) DPG G3_U06_L09 (L1→RC1)			
MP.2	Reason abstractly and quantitatively.	DPG G3_U01_L02 (E1→E6, RC1) DPG G3_U01_L08 (E1→E4) DPG G3_U03_L03 (L1→L2) DPG G3_U04_L01 (E1, E3) DPG G3_U04_L07 (E1→E2)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.3	Construct viable arguments and critique the reasoning of others.	DPG G3_U01_L11 (E4→RC2) DPG G3_U01_L14 (E1→E5) DPG G3_U04_L06 (L2, E2→E3, E5→RC3) DPG G3_U04_L11 (E2→RC1) DPG G3_U07_L15 (L1→L3, E2, RC1)			
MP.4	Model with mathematics.	DPG G3_U01_L02 (E1, E4, E6) DPG G3_U03_L05 (E1→E3) DPG G3_U04_L12 (E2→RC1) DPG G3_U06_L08 (E2→E5) DPG G3_U08_L06 (E1→E3)			
MP.5	Use appropriate tools strategically.	DPG G3_U03_L07 (E1→RC1) DPG G3_U08_L01 (E1, RC1) DPG G3_U08_L06 (E1→E3) DPG G3_U09_L01 (L2, E1→E2, E4, E6) DPG G3_U10_L10 (E3→E4)			
MP.6	Attend to precision.	DPG G3_U03_L01 (E1→E2, E4) DPG G3_U04_L01 (L1→E3) DPG G3_U08_L11 (E1→E2) DPG G3_U09_L01 (L2, E2, E4, E6) DPG G3_U09_L06 (E1→E3, RC1)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
MP.7	Look for and make use of structure.	DPG G3_U01_L09 (E3→RC1) DPG G3_U05_L05 (L3→E3) DPG G3_U07_L01 (E1→RC1) DPG G3_U07_L05 (L2→E4) DPG G3_U08_L05 (E2→RC1)			
MP.8	Look for and express regularity in repeated reasoning.	DPG G3_U01_L13 (E1→E4) DPG G3_U03_L08 (E1, E3) DPG G3_U03_L13 (L4→E1, E3→E4) DPG G3_U06_L02 (E4→E5) DPG G3_U08_L04 (E1, E3)			

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.	Interpret with equal groups model: DPG G3_U01_L04 DPG G3_U03_L01 DPG G3_U05_L08 Interpret with array model: DPG G3_U01_L09 DPG G3_U01_L11 DPG G3_U05_L06 Interpret with area: DPG G3_U02_L09 DPG G3_U02_L11 PB G3_U02_L11 DPG G3_U03_L11			

3.OA.2	Interpret whole-number quotients of whole numbers.	Interpret with equal groups model (group size unknown): DPG G3_U01_L06 DPG G3_U01_L07 DPG G3_U01_L08 Interpret with equal groups model (number of groups unknown): DPG G3_U01_L07 DPG G3_U01_L08 DPG G3_U03_L03 Interpret with equal groups (number of groups or group size unknown): DPG G3_U01_L08 DPG G3_U03_L03 Interpret with array model: DPG G3_U01_L10 (RC1) PP G3_U01_L09 PP G3_U02_L04			
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.	Equal groups, unknown product: DPG G3_U01_L02 DPG G3_U01_L15 DPG G3_U05_L07 Equal groups, group size unknown: DPG G3_U01_L03 DPG G3_U03_L04 DPG G3_U05_L13 (E3) Equal groups, number of groups unknown: DPG G3_U03_L03 DPG G3_U05_L13 (E4) DPG G3_U09_L10 (E2)			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.OA.1	Interpret products of whole numbers.	Interpret with equal groups model: DPG G3_U01_L04 DPG G3_U03_L01 DPG G3_U05_L08 Interpret with array model: DPG G3_U01_L09 DPG G3_U01_L11 DPG G3_U05_L06 Interpret with area: DPG G3_U02_L09 DPG G3_U02_L11 PB G3_U02_L11 DPG G3_U03_L11			
		Equal groups, both factors unknown: DPG G3_U01_L01 DPG G3_U01_L02 DPG G3_U05_L14 Arrays: DPG G3_U01_L15 PP G3_U01_L09 DPG G3_U01_L10 (E1) DPG G3_U01_L10 (E3) PP G3_U01_L10 Measurement quantities: DPG G3_U09_L10 (E2) PP G3_U05_L01 PP G3_U04_L13			

3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	a x b = ___: DPG G3_U01_L05 DPG G3_U01_L11 DPG G3_U03_L01 __ x b = c: DPG G3_U03_L02 PB G3_U03_L11 a x ___ = c: DPG G3_U03_L02 DPG G3_U03_L03 PB G3_U03_L11 __ x __ = c: DPG G3_U05_L09 a ÷ b = __: DPG G3_U01_L06 DPG G3_U03_L03 PB G3_U03_L11 a ÷ __ = c: PP G3_U04_L04 DPG G3_U03_L05 __ ÷ b = c: DPG G3_U03_L05 PB G3_U03_L11			

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]	Commutative property: DPG G3_U01_L11 DPG G3_U01_L12 DPG G3_U05_L10 Associative property: DPG G3_U05_L06 DPG G3_U05_L08 DPG G3_U05_L09 Distributive property: DPG G3_U03_L00 DPG G3_U05_L01 DPG G3_U05_L02 DPG G3_U05_L03 Identity property: DPG G3_U03_L07 Zero property: DPG G3_U03_L07 DPG G3_U03_L09 (RC2) Inverse concept: DPG G3_U05_L10			
3.OA.6	Understand division as an unknown-factor problem.	DPG G3_U03_L04 DPG G3_U03_L05 DPG G3_U03_L14 (RC1)			

[2] Students need not use formal terms for these properties.

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.	Multiplication Skip counting/ repeated addition: DPG G3_U01_L03 DPG G3_U01_L12 DPG G3_U03_L05 Commutative property: DPG G3_U01_L12 DPG G3_U05_L10 Associative property: DPG G3_U05_L07 Complete number strategies: DPG G3_U03_L07 DPG G3_U03_L08 DPG G3_U03_L09 Partitioning strategies: DPG G3_U05_L01 DPG G3_U05_L02 DPG G3_U05_L03 Compensation strategies: DPG G3_U03_L12 DPG G3_U03_L01 Products as known facts: DPG G3_U01_L13 DPG G3_U03_L06 (E2) DPG G3_U05_L14			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		Division Fair sharing modeling: DPG G3_U01_L01 DPG G3_U01_L06 DPG G3_U01_L08 Division as unknown factor: DPG G3_U01_L14 DPG G3_U04_L04 (E3) DPG G3_U04_L07 (E1) DPG G3_U09_L10 (E4) Relationship between multiplication and division: DPG G3_U05_L10 General fluency: DPG G3_U03_L15 DPG G3_U02_L08 DPG G3_U05_L15			

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]	Two-step problems: DPG G3_U05_L11 DPG G3_U06_L10 (E3) DPG G3_U10_L07 DPG G3_U06_L04 DPG G3_U05_L14 (E3a→E3b, RC1) Letter for unknown: DPG G3_U06_L11 DPG G3_U06_L10 (E3) Reasonableness: DPG G3_U06_L11 DPG G3_U06_L04 DPG G3_U05_L14 (E3a→E3b, RC1)			
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	DPG G3_U01_L13 DPG G3_U03_L13 DPG G3_U03_L14			

[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).

Domain: Number and Operations in Base Ten

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

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.	DPG G3_U06_L01 DPG G3_U06_L03 DPG G3_U06_L10			

[4] A range of algorithms may be used.

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.	Addition Sequential PV strategies: DPG G3_U06_L05 (E1→E2) Decomposition PV strategies/partial sums: DPG G3_U06_L06 DPG G3_U06_L07 Compensation: DPG G3_U06_L05 (E1→E2) General addition: DPG G3_U06_L04 DPG G3_U06_L10 DPG G3_U06_L12 Subtraction Sequential PV strategies: DPG G3_U06_L05 (E3) Decomposition PV strategies: DPG G3_U06_L06 DPG G3_U06_L06 (L1) Compensation: DPG G3_U06_L05 (RC1) Subtraction as missing addend: DPG G3_U06_L05 (E3)			

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
		General subtraction: DPG G3_U06_L08 DPG G3_U06_L10 DPG G3_U06_L12			
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.	DPG G3_U05_L08 DPG G3_U05_L09			

Domain: Number and Operations—Fractions[5]

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*.	1/b: DPG G3_U07_L02 DPG G3_U07_L03 DPG G3_U07_L07 a/b: DPG G3_U07_L05 DPG G3_U07_L12 DPG G3_U07_L14 DPG G3_U07_L18			

[5] Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G3_U07_L09 (E2→E3) DPG G3_U07_L11 DPG G3_U07_L18 DPG G3_U08_L11			
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.	DPG G3_U07_L09 DPG G3_U07_L10 DPG G3_U07_L15 DPG G3_U08_L01 DPG G3_U08_L07			
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.	DPG G3_U08_L02 DPG G3_U08_L03 (E4→E5, RC1) DPG G3_U08_L04 DPG G3_U08_L05			

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Recognize and generate: DPG G3_U08_L03 (E4→E5, RC1) DPG G3_U08_L04 DPG G3_U08_L05 DPG G3_U08_L06 DPG G3_U09_L02 Explain: DPG G3_U08_L04 DPG G3_U08_L06			
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.	DPG G3_U07_L05 (E3) DPG G3_U07_L16 DPG G3_U08_L01			

Standard	Cluster/Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Same numerator: DPG G3_U08_L09 DPG G3_U08_L10 DPG G3_U08_L11 Same denominator: DPG G3_U08_L07 DPG G3_U08_L08 DPG G3_U08_L11 Recognize they must refer to the same whole: DPG G3_U08_L08 (E6) Record the results with symbols: DPG G3_U08_L08 DPG G3_U08_L10 DPG G3_U08_L11 Justify: DPG G3_U08_L08 DPG G3_U08_L09			

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.	Tell time: DPG G3_U10_L08 DPG G3_U10_L10 Write time: DPG G3_U10_L08 (E4) DPG G3_U10_L09 (E2→E3) DPG G3_U10_L11 (L1) Measure time intervals: DPG G3_U10_L11 (L1) PB G3_U10_L09 Word problems: DPG G3_U10_L09 DPG G3_U10_L11 DPG G3_U10_L12			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.[7]	Measure V: DPG G3_U09_L06 DPG G3_U09_L07 Estimate V: DPG G3_U09_L06 DPG G3_U09_L07 Measure m: DPG G3_U09_L08 DPG G3_U09_L09 Estimate m: DPG G3_U09_L08 DPG G3_U09_L09 Word problems: DPG G3_U09_L07 PB_G3_U09_L07 DPG G3_U09_L10			

[6] Excludes compound units such as $cm^3$and finding the geometric volume of a container.
[7] Excludes multiplicative comparison problems (problems involving notions of “times as much”).

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.	Draw a picture graph: DPG G3_U01_L15 DPG G3_U10_L2 DPG G3_U10_L06 DPG G3_U10_L07 Draw a bar graph: DPG G3_U10_L02 DPG G3_U10_L06 DPG G3_U10_L12 Word problems: DPG G3_U10_L02 DPG G3_U10_L03 DPG G3_U10_L07			
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.	DPG G3_U09_L01 DPG G3_U09_L02 DPG G3_U09_L04			

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.	DPG G3_U02_L04 DPG G3_U02_L10 DPG G3_U02_L12			
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.	DPG G3_U02_L04 DPG G3_U02_L06 DPG G3_U02_L07 DPG G3_U07_L01			
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Improvised units: DPG G3_U02_L04 DPG G3_U02_L08 DPG G3_U07_L01 Square inches: DPG G3_U02_L05 DPG G3_U02_L10 Square feet: DPG G3_U02_L12 Square centimeters: DPG G3_U02_L06 DPG G3_U02_L11 Square meters: DPG G3_U02_L13			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	DPG G3_U02_L10 DPG G3_U02_L11			
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.	Find areas in the context of problem-solving: DPG G3_U02_L13 DPG G3_U04_L05 DPG G3_U04_L12 Represent whole-number products as rectangular areas: DPG G3_U03_L11 DPB G3_U05_L01 DPG G3_U05_L02 DPG G3_U05_L03			

Standard	Standard Language	Publisher/Developer Citations	Met Yes	Met No	Reviewer Notes
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.	Use tiling to show the area of a rectangle with whole-number side lengths *a* and *b* + *c* is the sum of *a* × *b* and *a* × *c*: DPG G3_U03_L10 DPG G3_U04_L08 Use area models to represent the distributive property in mathematical reasoning: DPG G3_U03_L11 DPG G3_U05_L01 DPG G3_U05_L03			
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.	Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts: DPG G3_U02_L05 DPG G3_U03_L10 DPG G3_U04_L09 DPG G3_U05_L03 Real-world problems: DPG G3_U04_L11 DPG G3_U04_L12			

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.	Measuring perimeter: DPG G3_U04_L01 DPG G3_U04_L02 Real world problems: DPG G3_U04_L07 DPG PP_G3_U4_L01 PP G3_U4_L04 Mathematical problems - finding perimeter: DPG G3_U04_L02 DPG G3_U04_L05 DPG G3_U04_L06 Mathematical problems - finding unknown side length: DPG G3_U04_L04 DPG G3_U04_L13 (E1) DPG G3_U04_L12 (L1, E1-2) Exhibiting rectangles with same P different A or vice versa: DPG G3_U04_L06 PB G3_U04_L10 PP G3_U04_L05			

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.	DPG G3_U04_L13 DPG G3_U04_L14 PP G3_U04_L14			
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	DPG G3_U07_L01 DPG G3_U07_L04 DPG G3_U07_L05 DPG G3_U07_L07 DPG G3_U08_L03 (L1→L2, E1→E3)			

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

California Department of Education, October 2024