Indiana Content Standards & Essential Skills Math Software

This document outlines the correlations between the Grade 3 Indiana Content Standards and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 87% of the Grade 3 Indiana Content Standards.**

Indiana Content Standards	Essential Skills Software CORRELATING PROGRAMS
Standard 1 - Number Sense *Students understand the relationships among numbers, quantities, and place value in whole numbers* up to 1,000. They understand the relationship among whole numbers, simple fractions, and decimals.*	
3.1.1 Count, read, and write whole numbers up to 1,000.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.1.2 Identify and interpret place value in whole numbers up to 1,000.	**Mastering Numeration 3**
3.1.3 Use words, models, and expanded form to represent numbers up to 1,000.	**Mastering Numeration 3**
3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones.	**Mastering Numeration 3**
3.1.5 Compare whole numbers up to 1,000 and arrange them in numerical order.	**Mastering Numeration 3**
3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred.	**Problem Solving 3-4**
3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics.	**Mastering Numeration 2**
3.1.8 Show equivalent fractions* using equal parts.	**Mastering Numeration 3**
3.1.9 Identify and use correct names for numerators and denominators.	**Mastering Numeration** **Problem Solving 3-4**
3.1.10 Given a pair of fractions, decide which is larger or smaller by using objects or pictures.	**Mastering Numeration 3**

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3.1.11 Given a set* of objects or a picture, name and write a decimal to represent tenths and hundredths.	
3.1.12 Given a decimal for tenths, show it as a fraction using a place-value model.	**Mastering Numeration 3** **Problem Solving 3-4**
3.1.13 Interpret data displayed in a circle graph and answer questions about the situation.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3**
3.1.14 Identify whether everyday events are certain, likely, unlikely, or impossible.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.1.15 Record the possible outcomes for a simple probability experiment.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
Standard 2 - Computation *Students solve problems involving addition and subtraction of whole numbers. They model and solve simple problems involving multiplication and division.*	
3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.2.2 Represent the concept of multiplication as repeated addition.	**Mastering Numeration 2**
3.2.3 Represent the concept of division as repeated subtraction, equal sharing, and forming equal groups.	**Mastering Numeration 2**
3.2.4 Know and use the inverse relationship between multiplication and division facts, such as 6 x 7 = 42, 42 ÷ 7 = 6, 7 x 6 = 42, 42 ÷ 6 = 7.	**Mastering Numeration 3**
3.2.5 Show mastery of multiplication facts for 2, 5, and 10.	**Mastering Numeration 3**
3.2.6 Add and subtract simple fractions with the same denominator.	**Mastering Numeration 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.2.7 Use estimation to decide whether answers are reasonable in addition and subtraction problems.	

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3.2.8 Use mental arithmetic to add or subtract with numbers less than 100.	**Mastering Numeration 3**
Standard 3 - Algebra and Functions *Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number and functional relationships.*	
3.3.1 Represent relationships of quantities in the form of a numeric expression or equation.	**Mastering Numeration 3** **Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.3.2 Solve problems involving numeric equations.	**Problem Solving 2-3** **Problem Solving 3-4**
3.3.3 Choose appropriate symbols for operations and relations to make a number sentence true.	**Problem Solving 2-3** **Problem Solving 3-4**
3.3.4 Understand and use the commutative* and associative* properties of multiplication.	**Mastering Numeration 3**
3.3.5 Create, describe, and extend number patterns using multiplication.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.3.6 Solve simple problems involving a functional relationship between two quantities.	**Problem Solving 2-3** **Problem Solving 3-4**
3.3.7 Plot and label whole numbers on a number line up to 10.	**Mastering Numeration 3**
Standard 4 - Geometry *Students describe and compare the attributes of plane and solid geometric shapes and use their understanding to show relationships and solve problems.*	
3.4.1 Identify quadrilaterals* as four-sided shapes.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.4.2 Identify right angles in shapes and objects and decide whether other angles are greater or less than a right angle.	**Problem Solving 3-4**

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3.4.3 Identify, describe, and classify: cube, sphere*, prism*, pyramid, cone, and cylinder.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.4.4 Identify common solid objects that are the parts needed to make a more complex solid object.	**Patterning, Geometry & Data Management 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.4.5 Draw a shape that is congruent* to another shape.	**Patterning, Geometry & Data Management 3** (identify congruency)
3.4.6 Use the terms point, line, and line segment in describing two-dimensional shapes.	
3.4.7 Draw line segments and lines.	
3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology).	**Patterning, Geometry & Data Management 3**
3.4.9 Sketch the mirror image reflections of shapes.	
3.4.10 Recognize geometric shapes and their properties in the environment and specify their locations.	
Standard 5 - Measurement *Students choose and use appropriate units and measurement tools for length, capacity, weight, temperature, time, and money.*	
3.5.1 Measure line segments to the nearest half-inch.	**Measurement 3**
3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters.	**Measurement 3**
3.5.3 Find the perimeter of a polygon*.	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.5.4 Estimate or find the area of shapes by covering them with squares.	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**

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3.5.5 Estimate or find the volumes of objects by counting the number of cubes that would fill them.	
3.5.6 Estimate and measure capacity using quarts, gallons, and liters.	**Measurement 3**
3.5.7 Estimate and measure weight using pounds and kilograms.	**Measurement 3**
3.5.8 Compare temperatures in Celsius and Fahrenheit.	**Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.5.9 Tell time to the nearest minute and find how much time has elapsed.	**Measurement 3** (nearest five minutes) **Problem Solving 2-3** **Problem Solving 3-4**
3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts in decimal notation using the $ symbol.	**Mastering Numeration 3** **Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.5.11 Use play or real money to decide whether there is enough money to make a purchase.	**Mastering Numeration 3** **Measurement 3** **Problem Solving 2-3** **Problem Solving 3-4**
3.5.12 Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes).	**Measurement 3** **Problem Solving 3-4**