Correlation of Continental Press's *New York State Mathematics* workbook to the *Grades 3–8 Mathematics Testing Program Guidance, September–April/May–June* released by the NY State Education Department

Grade 3

Performance Indicator Code	Performance Indicator	Sept.-April/ May-June Instructional Periods	New York State Mathematics Workbook
Number Sense and Operations Number Systems			
3.N.1	Skip count by 25's, 50's, 100's to 1,000	September-April	Pages 13–16
3.N.2	Read and write whole numbers to 1,000	September-April	Pages 13–16
3.N.3	Compare and order numbers to 1,000	September-April	Pages 21–24
3.N.4	Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand	September-April	Pages 17–20
3.N.5	Use a variety of strategies to compose and decompose three-digit numbers	September-April	Pages 13–16
3.N.6	Use and explain the commutative property of addition and multiplication	September-April	Pages 45–48, 49–52
3.N.7	Use 1 as the identity element for multiplication	September-April	Pages 49–52
3.N.8	Use the zero property of multiplication	September-April	Pages 49–52
3.N.9	Understand and use the associative property of addition	September-April	Pages 45–48
3.N.10	Develop an understanding of fractions as part of a whole unit and as parts of a collection	September-April	Pages 29–32
3.N.11	Use manipulatives, visual models, and illustrations to name and represent unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10) as part of a whole or a set of objects	September-April	Pages 29–32
3.N.12	Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction	September-April	Pages 29–32
3.N.13	Recognize fractional numbers as equal parts of a whole	September-April	Pages 29–32
3.N.14	Explore equivalent fractions (1/2, 1/3, 1/4)	May-June	Pages 33–36
3.N.15	Compare and order unit fractions (1/2, 1/3, 1/4) and find their approximate locations on a number line	May-June	Pages 33–36
Number Sense and Operations Number Theory			
3.N.16	Identify odd and even numbers	September-April	Pages 41–44
3.N.17	Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction	September-April	Pages 41–44

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Number Sense and Operations Operations			
3.N.18	Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	September-April	Pages 57–60, 61–64
3.N.19*	Develop fluency with single-digit multiplication facts	September-April	Pages 65–68
3.N.20*	Use a variety of strategies to solve multiplication problems with factors up to 12 x 12	September-April	Pages 73–76
3.N.21	Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication	September-April	Pages 65–68, 73–76
3.N.22*	Demonstrate fluency and apply single-digit division facts	September-April	Pages 69–72
3.N.23*	Use tables, patterns, halving, and manipulatives to provide meaning for division	September-April	Pages 69–72
3.N.24	Develop strategies for selecting the appropriate computational and operational method in problem solving situations	September-April	Pages 77–80
Number Sense and Operations Estimation			
3.N.25*	Estimate numbers up to 500	September-April	Pages 85–88
3.N.26*	Recognize real world situations in which an estimate (rounding) is more appropriate	September-April	Pages 89–92
3.N.27	Check reasonableness of an answer by using estimation	September-April	Pages 89–92
Algebra Equations and Inequalities			
3.A.1*	Use the symbols <, >, and = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2,1/3,1/4,1/5,1/6, and 1/10)	September-April	Pages 97–100
Algebra Patterns, Relations and Functions			
3.A.2	Describe and extend numeric (+, -) and geometric patterns	September-April	Pages 101–104, 105–108
Geometry Shapes			
3.G.1	Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)	September-April	Pages 113–116
3.G.2*	Identify congruent and similar figures	September-April	Pages 121–124
3.G.3	Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone	September-April	Pages 117-120
3.G.4	Identify the faces on a three-dimensional shape as two-dimensional shapes	September-April	Pages 117–120

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Geometry Transformational Geometry			
3.G.5	Identify and construct lines of symmetry	September-April	Pages 125–128
Measurement Units of Measurement			
3.M.1	Select tools and units (customary) appropriate for the length measured	September-April	Pages 133–136
3.M.2	Use a ruler/yardstick to measure to the nearest standard unit (whole and 1/2 inches, whole feet, and whole yards)	September-April	Pages 133–136
3.M.3	Measure objects, using ounces and pounds	September-April	Pages 137-140
3.M.4	Recognize capacity as an attribute that can be measured	September-April	Pages 141–144
3.M.5	Compare capacities (e.g., Which contains more? Which contains less?)	September-April	Pages 141–144
3.M.6	Measure capacity, using cups, pints, quarts, and gallons	September-April	Pages 141–144
Measurement Units			
3.M.7	Count and represent combined coins and dollars, using currency symbols ($0.00)	September-April	Pages 153–156
3.M.8	Relate unit fractions to the face of the clock: Whole = 60 minutes, 1/2 = 30 minutes, 1/4 = 15 minutes	September-April	Pages 157–160
Measurement Estimation			
3.M.9	Tell time to the minute, using digital and analog clocks	September-April	Pages 157–160
3.M.10	Select and use standard (customary) and non-standard units to estimate measurements	September-April	Pages 145–148
Statistics and Probability Collection of Data			
3.S.1	Formulate questions about themselves and their surroundings	May-June	Pages 165–168
3.S.2	Collect data using observation and surveys, and record appropriately	May-June	Pages 169–172
Statistics and Probability Organization and Display of Data			
3.S.3	Construct a frequency table to represent a collection of data	September-April	Pages 169–172
3.S.4	Identify the parts of pictographs and bar graphs	September-April	Pages 173–176, 177–180
3.S.5	Display data in pictographs and bar graphs	September-April	Pages 173–176, 177–180
3.S.6	State the relationships between pictographs and bar graphs	September-April	Pages 177–180

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Statistics and Probability Analysis of Data			
3.S.7	Read and interpret data in bar graphs and pictographs	September-April	Pages 173–176, 177–180
Statistics and Probability Predictions from Data			
3.S.8	Formulate conclusions and make predictions from graphs	September-April	Pages 173–176, 177–180

Key to Performance Indicator Code:	3.N.22 3 = 3rd Grade N = Number Sense & Operations 22 = Performance Indicator Number

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