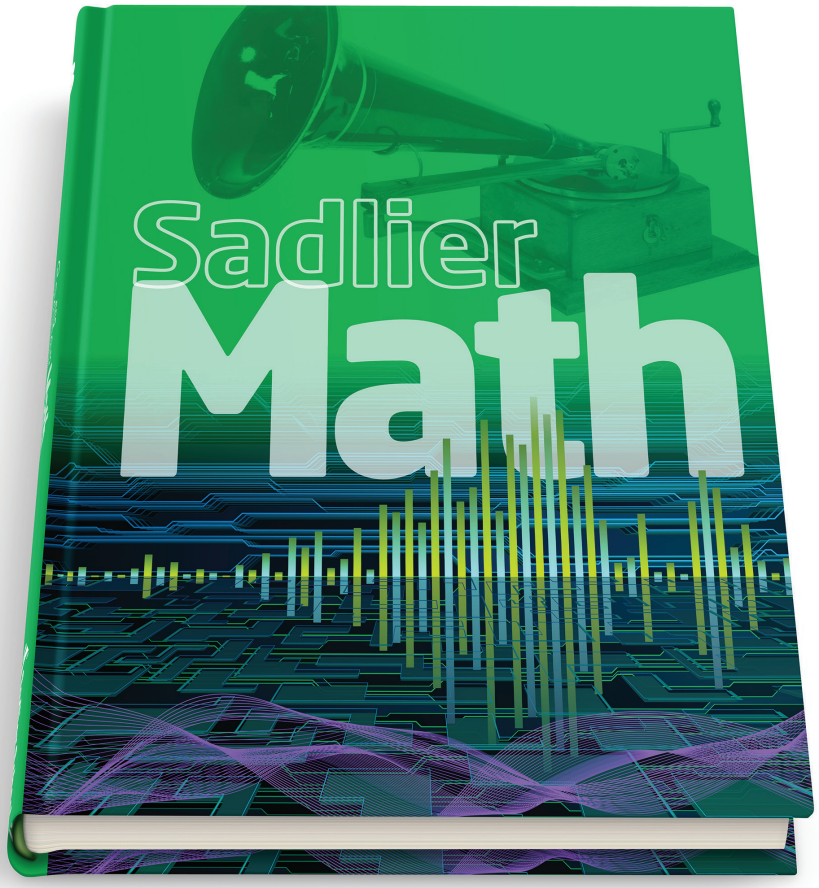
Sadlier Math™

Correlation to the ACT® Aspire® 3rd Grade Mathematics Performance Level Descriptors: Ready & Exceeding

Grade 3



Learn more at www.SadlierSchool.com/SadlierMath

OPERATIONS AND ALGEBRAIC THINKING

Focus is on multiplication and division strategies and then solving problems involving the four operations.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3

Ready

A student performing at the Ready *level:*

• extracts the relevant information to solve a multi-step contextual problem involving multiplication and division of numbers within 100.	**Problem Solving Math Practices** • Four Steps: Read and Understand, Represent the Situation, Make and Use a Plan, Look Back—p. xxi • Make Sense of Problems/Use Reasoning—p. xxii **Chapter 4: 4-7** • 4-7 Problem Solving: Write an Equation—pp. 80–81 (Write equations to solve problems involving multiplication and division; TE Develop Concepts: Explore Equations) • Chapter 4 Performance Assessment—pp. 84–85 **Chapter 5: 5-8** • 5-8 Problem Solving: Compare Models—pp. 104–105 (Use and compare models to help fluently multiply within 100; TE Develop Concepts: Identifying Factors and Products in a Problem) • Chapter 5 Performance Assessment—pp. 108–109 **Chapter 6: 6-8** • 6-8 Problem Solving: Make a Table—pp. 128–129 (Solve two-step word problems by making a table to organize the information; TE Develop Concepts: Relate Information in a Two-Step Problem) • Chapter 6 Performance Assessment—pp. 138–139 **Chapter 7: 7-6** • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 (Solve division word problems by using a drawing; TE Develop Concepts: Describe a Situation Represented by a Drawing) • Chapter 7 Performance Assessment—pp. 158–159 **Chapter 8: 8-6** • 8-6 Problem Solving: Work Backward—pp. 174–175 (Solve multistep word problems by working backward; TE Develop Concepts: Develop a Plan for Problem Solving)
• fluently multiplies and divides within 100.	**Chapter 4: 4-1 through 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 • 4-2 Represent Multiplication on a Number Line—pp. 68–69 • 4-3 Represent Multiplication as Arrays—pp. 70–71 • 4-4 Multiply with the Commutative Property—pp. 74–75 • 4-5 Represent Division by Sharing—pp. 76–77 • 4-6 Represent Division by Repeated Subtraction—pp. 78–79 • 4-7 Problem Solving: Write an Equation—pp. 80–81 • Chapter 4 Fluency Practice—p. 86 **Chapter 5: 5-1 through 5-5, 5-7 & 5-8** • 5-1 Multiply by 2—pp. 88–89 • 5-2 Multiply by 5—pp. 90–91 • 5-3 Multiply by 9—pp. 92–93 • 5-4 Multiply by 1 and 0—pp. 96–97 • 5-5 Multiply by 10—pp. 98–99 • 5-7 Solve for Unknowns—pp. 102–103 • 5-8 Problem Solving: Compare Models—pp. 104–105 *continued*

OPERATIONS AND ALGEBRAIC THINKING

Focus is on multiplication and division strategies and then solving problems involving the four operations.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	• Chapter 5 Fluency Practice—p. 110 **Chapter 6: 6-1 through 6-11** • 6-1 Break Apart to Multiply—pp. 112–113 • 6-2 Multiply by 3—pp. 114–115 • 6-3 Multiply by 4—pp. 116–117 • 6-4 Multiply by 6—pp. 118–119 • 6-5 Multiply by 7—pp. 120–121 • 6-6 Multiply by 8—pp. 122–123 • 6-7 Use a Bar Model to Multiply—pp. 126–127 • 6-8 Problem Solving: Make a Table—pp. 128–129 • 6-9 Use the Associative Property to Multiply—pp. 130–131 • 6-10 Find More Multiplication Patterns—pp. 132–133 • 6-11 Multiply by Multiples of 10—pp. 134–135 • Chapter 6 Fluency Practice—p. 138 **Chapter 7: 7-1 through 7-6** • 7-1 Relate Multiplication and Division—pp. 142–143 • 7-2 Divide by 2—pp. 144–145 • 7-3 Divide by 3—pp. 146–147 • 7-4 Divide by 4—pp. 150–151 • 7-5 Divide by 5—pp. 152–153 • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 • Chapter 7 Fluency Practice—p. 160 **Chapter 8: 8-1 through 8-8** • 8-1 Divide by 6—pp. 162–163 • 8-2 Divide by 7—pp. 164–165 • 8-3 Divide by 8—pp. 166–167 • 8-4 Divide by 9—pp. 168–169 • 8-5 One and Zero in Division—pp. 172–173 • 8-6 Problem Solving: Work Backward—pp. 174–175 • 8-7 Fact Families—pp. 176–177 • 8-8 Use Facts to Solve Problems—pp. 178–17 • Chapter 8 Fluency Practice—p. 186
• makes sense of a problem presented in a context and looks for entry points to a solution.	**Problem Solving Math Practices** • Four Steps: Read and Understand, Represent the Situation, Make and Use a Plan, Look Back—p. xxi • Make Sense of Problems/Use Reasoning—p. xxii See also Problem Solving exercises for each lesson and the Problem Solving lesson in each chapter.

Exceeding

A student performing at the Exceeding *level:*

• recognizes a contextual situation that matches an expression or equation.	**Problem Solving Strategies** • Write and Solve an Equation—p. xxx **Chapter 1: 1-6** • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (TE Develop Concepts: Problems and Problem Solving; use an equation)

continued

OPERATIONS AND ALGEBRAIC THINKING

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3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	Chapter 4: 4-1 & 4-7 • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 (Write equations; TE Develop Concepts: Which equation matches the array?) • 4-7 Problem Solving: Write an Equation—pp. 80–81 (Write equations to solve problems involving multiplication and division; TE Develop Concepts: Explore Equations)
• represents contextual situation with equations or expressions involving operations with whole numbers within 100.	**Problem Solving Math Practices** • Four Steps: Read and Understand, Represent the Situation/Use an Equation, Make and Use a Plan, Look Back—p. xxi **Problem Solving Strategies** • Write and Solve an Equation—p. xxx **Chapter 1: 1-6** • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (TE Develop Concepts: Problems and Problem Solving; use an equation) **Chapter 2: 2-8** • 2-8 Problem Solving: Use a Model—pp. 38–39 (Write and solve equations) **Chapter 3: 3-2** • 3-2 Relate Addition and Subtraction—pp. 48–49 (Write and solve equations) **Chapter 4: 4-1, 4-3, 4-4 & 4-7** • 4-1 Represent Multiplication as Repeated Addition—pp. 66–67 (Write equations to match the situation) • 4-3 Represent Multiplication as Arrays—pp. 70–71 (Write equations) • 4-4 Multiply with the Commutative Property—pp. 74–75 (TE Develop Concepts: Change the Order in an Equation) • 4-7 Problem Solving: Write an Equation—pp. 80–81 (Write equations to solve problems involving multiplication and division; TE Develop Concepts: Explore Equations) **Chapter 5: 5-7 & 5-8** • 5-7 Solve for Unknowns—pp. 102–103 (Find the unknown in a multiplication equation) • 5-8 Problem Solving: Compare Models—pp. 104–105 (Write equations) **Chapter 8: 8-9** • 8-9 Use Order of Operations—pp. 180–181 (TE Develop Concepts: Chain Operations; evaluate expressions) **Chapter 11: 11-6** • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Write one-step equations to solve problems; TE Develop Concepts: Use a Bar Model to Represent a Situation)
• explains the properties of operations, including closure for subsets of the set of whole numbers.	**Chapter 2: 2-1** • 2-1 Use Addition Properties—pp. 22–23 (Identify and understand the properties of addition; TE Develop Concepts: Properties of Addition) **Chapter 4: 4-4** • 4-4 Multiply with the Commutative Property—pp. 74–75 (Build an *continued*

OPERATIONS AND ALGEBRAIC THINKING

Focus is on multiplication and division strategies and then solving problems involving the four operations.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	understanding of the Commutative Property of Multiplication; TE Develop Concepts: Change the Order in an Equation) **Chapter 6: 6-1 & 6-9** • 6-1 Break Apart to Multiply—pp. 112–113 (Apply the Distributive Property as a strategy to multiply; TE Develop Concepts: Break Apart Numbers) • 6-9 Use the Associative Property to Multiply—pp. 130–131 (Use the Associative Property of Multiplication to multiply; TE Develop Concepts: Use the Associative Property to Add) **Chapter 8: 8-5** • 8-5 One and Zero in Division—pp. 172–173 (Use 1 and 0 in division; TE Develop Concepts: One and Zero Properties of Division) **Chapter 15: 15-4** • 15-4 Find Area Using the Distributive Property—pp. 320–321 (Find the area of a rectangle by using the Distributive Property; TE Develop Concepts: Review the Distributive Property)
• explains and/or uses the relationship between multiplication and division to solve division problems within 100.	**Chapter 7: 7-1** • 7-1 Relate Multiplication and Division—pp. 142–143 (Use related multiplication and division facts to solve problems; TE Develop Concepts: Grouping in Division)
• selects the relevant information in a given contextual situation and explains the correspondence between expressions and equations and the context.	**Problem Solving Math Practices** • Four Steps: Read and Understand, Represent the Situation/Use an Equation, Make and Use a Plan, Look Back—p. xxi **Problem Solving Strategies** • Write and Solve an Equation—p. xxx **Chapter 2: 2-8** • 2-8 Problem Solving: Use a Model—pp. 38–39 (Solve word problems by using a model to organize the information; use bar model to write equations) **Chapter 6: 6-8** • 6-8 Problem Solving: Make a Table—pp. 128–129 (Solve two-step word problems by making a table to organize the information; TE Develop Concepts: Relate Information in a Two-Step Problem) • Chapter 6 Performance Assessment—pp. 138–139 **Chapter 8: 8-6** • 8-6 Problem Solving: Work Backward—pp. 174–175 (Solve multistep word problems by working backward; TE Develop Concepts: Develop a Plan for Problem Solving)

NUMBER AND OPERATIONS IN BASE TEN

Focus is on place-value arithmetic.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• uses place value understanding to add and subtract multiples of 10 or 100 to whole `numbers within 1,000.	**Chapter 2: 2-3 & 2-8** • 2-3 Estimate Sums—pp. 26–27 (Estimate sums to 1000 using rounding and front-end estimation; TE Develop Concepts: Compare Estimation Methods) • 2-8 Problem Solving: Use a Model—pp. 38–39 (TE Mental Math) **Chapter 3: 3-1, 3-3 through 3-5** • 3-1 Estimate Differences—pp. 46–47 (Estimate differences by rounding and using front-end estimation; TE Develop Concepts: Compare Estimation Methods for Subtraction) • 3-3 Subtract with Partial Differences—pp. 50–51 (Subtract 3-digit numbers using partial differences; TE Develop Concepts: Explore Subtraction) • 3-4 Subtract Three-Digit Numbers—pp. 54–55 (Subtract 3-digit numbers using regrouping; TE Develop Concepts: Model Subtraction Using Base Ten Blocks) • 3-5 Subtract Across Zeros—pp. 56–57 (Subtract 3-digit numbers when the minuend has zeros; TE Develop Concepts: Regrouping with Base Ten Blocks)
• solves problems that involve using place value understanding to multiply one-digit numbers by multiples of 10.	**Chapter 6: 6-11** • 6-11 Multiply by Multiples of 10—pp. 134–135 (Multiply one-digit numbers by multiples of 10; TE Develop Concepts: What Is a Multiple of 10?)
Exceeding *A student performing at the* Exceeding *level:*	
• fluently adds or subtracts within 1,000.	**Chapter 2: 2-1 through 2-6** • 2-1 Use Addition Properties—pp. 22–23 • 2-2 Explore Addition Patterns—pp. 24–25 • 2-3 Estimate Sums—pp. 26–27 • 2-4 Add with Partial Sums—pp. 30–31 • 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 • 2-7 Add with Three or More Addends—pp. 36–37 • 2-8 Problem Solving: Use a Model—pp. 38–39 • Chapter 2 Fluency Practice—p. 44 **Chapter 3: 3-1 through 3-6** • 3-1 Estimate Differences—pp. 46–47 • 3-2 Relate Addition and Subtraction—pp. 48–49 • 3-3 Subtract with Partial Differences—pp. 50–51 • 3-4 Subtract Three-Digit Numbers—pp. 54–55 • 3-5 Subtract Across Zeros—pp. 56–57 • 3-6 Problem Solving: Read and Understand—pp. 58–59 • Chapter 3 Fluency Practice—p. 64

NUMBER AND OPERATIONS—FRACTIONS

Focus is on unit fractions and understanding fractions as numbers.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• writes a fraction to represent a ratio from a verbal description of a real-world situation.	**Chapter 9: 9-2** • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; TE Develop Concepts: How Many Equal Parts?)
• plots a fraction *a*/*b* on a number line that has other than *b* divisions per unit.	**Chapter 9: 9-3 & 9-5** • 9-3 Find Unit Fractions on a Number Line—pp. 192–193 (Find unit fractions on a number line; TE Develop Concepts: Numbers on a Number Line) • 9-5 Find Fractions on a Number Line—pp. 198–199 (Name and plot fractions using a number line; TE Develop Concepts: Building Numbers on a Number Line)
• decontextualizes rational quantities from a situation and considers the meaning of the parts of a fraction.	**Chapter 9: 9-4 & 9-6** • 9-4 Name Fractions of a Whole—pp. 196–197 (Name fractions of a whole; TE Develop Concepts: How Many Parts?) • 9-6 Use a Fraction to Find the Whole—pp. 200–201 (Given a fractional part, find the whole; TE Develop Concepts: Follow-up on Fractions)
Exceeding *A student performing at the* Exceeding *level:*	
• solves multi-step problems involving parts of a whole quantity with fractions as solutions.	**Chapter 9: 9-7** • 9-7 Problem Solving: Use a Model—pp. 202–203 (Identify fractions by using models; TE Develop Concepts: Describe a Situation Represented by a Model) **Chapter 10: 10-7** • 10-7 Problem Solving: Act It Out—pp. 224–225 (Solve problems by acting it out; TE Develop Concepts: Understanding Pictures of Fractions; compare fractional values)
• compares two or more fractional values, including by using a number line to identify the position of each fraction.	**Chapter 10: 10-4 through 10-7** • 10-4 Compare Fractions with the Same Denominator—pp. 218–219 (Compare fractions with the same denominator; TE Develop Concepts: Comparing Whole Numbers on Number Lines) • 10-5 Compare Fractions with the Same Numerator—pp. 220–221 (Compare fractions with the same numerator; number lines; TE Develop Concepts: Compare Unit Fractions) • 10-6 Order Fractions—pp. 222–223 (Order fractions; TE Develop Concepts: Comparing Fractions) • 10-7 Problem Solving: Act It Out—pp. 224–225 (Solve problems by acting it out; TE Develop Concepts: Understanding Pictures of Fractions; compare fractional values)

NUMBER AND OPERATIONS—FRACTIONS

Focus is on unit fractions and understanding fractions as numbers.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
• uses quantitative reasoning to conceptualize a fraction a/b as a parts of size $1/b$, with a and b both whole numbers.	**Chapter 9: 9-2 & 9-3** • 9-2 Name Unit Fractions of a Whole—pp. 190–191 (Understand a unit fraction as the quantity formed by 1 part when a whole is partitioned into equal parts; TE Develop Concepts: How Many Equal Parts?) • 9-3 Find Unit Fractions on a Number Line—pp. 192–193 (Find unit fractions on a number line; TE Develop Concepts: Numbers on a Number Line)

MEASUREMENT AND DATA

Focus is on area with the aim of connecting it to addition and multiplication, and then looking at measurements and representing measurements in charts.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• solves problems involving metric linear measures of polygons, including perimeters.	**Chapter 16: 16-1 through 16-6** • 16-1 Understand Perimeter—pp. 332–333 (Find the perimeter of polygons that are shown on grids; TE Develop Concepts: Explore Distance Around a Shape) • 16-2 Find Perimeter—pp. 334–335 (Find the perimeter of polygons; TE Develop Concepts: Explore Squares and Rectangles) • 16-3 Find Unknown Side Lengths—pp. 336–337 (Find the unknown side lengths of a polygon when given the perimeter; TE Develop Concepts: Explore Side Lengths) • 16-4 Problem Solving: Compare Strategies—pp. 340–341 (Solve problems in two ways by using different strategies and comparing them: use a drawing or solve an equation; TE Develop Concepts: Analyze Strategies) • 16-5 Same Perimeter, Different Areas—pp. 342–343 (Find rectangles that have the same perimeter and different areas; TE Develop Concepts: Explore Perimeter and Area) • 16-6 Same Area, Different Perimeters—pp. 344–345 (Find rectangles that have the same area and different perimeters; TE Develop Concepts: Explore Area and Perimeter)
• recognizes area as a measurable attribute of rectangles and squares that is measured in square units.	**Chapter 15: 15-1 through 15-4** • 15-1 Understand Area—pp. 312–313 (Understand concepts of area measurement; TE Develop Concepts: Describe Lengths of Shapes) • 15-2 Find Area Using Standard Units—pp. 314–315 (Measure area by counting unit squares; TE Develop Concepts: Names for Unit Squares) • 15-3 Find the Area of a Rectangle and a Square—pp. 316–317 (Find the area of a rectangle and a square; TE Develop Concepts: Review Arrays) • 15-4 Find Area Using the Distributive Property—pp. 320–321 (Find the area of a rectangle by using the Distributive Property; TE Develop Concepts: Review the Distributive Property)

MEASUREMENT AND DATA

Focus is on area with the aim of connecting it to addition and multiplication, and then looking at measurements and representing measurements in charts.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
• solves problems involving time.	**Chapter 13: 13-1 through 13-5** • 13-1 Tell Time to the Minute—pp. 276–277 (Read and write time to the minute; TE Develop Concepts: Recall Telling Time) • 13-2 Measure Elapsed Time—pp. 278–279 (Measure time intervals in hours and minutes; TE Develop Concepts: Explore 1 Minute) • 13-3 Find Start and End Times—pp. 282–283 (Find the start or end time of an event given one time and the elapsed time; TE Develop Concepts: Number Lines and Time) • 13-4 Operations with Time—pp. 284–285 (Solve word problems involving addition and subtraction of time intervals in minutes; TE Develop Concepts: Decide What to Find and Do for Time Problems) • 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Solve problems, including those involving time, using logical reasoning; TE Develop Concepts: Analyze Problem Situations)
• determines appropriate units and tools needed to perform several direct measurements of lengths, areas, or liquid volumes, and organizes the findings in a data table or plots with an appropriate degree of precision.	**Problem Solving Math Practices** • Use the Right Tools/Be Precise—p. xxiv **Chapter 11: 11-1 through 11-5** • 11-1 Measure Length—pp. 232–233 (Measure lengths to the nearest quarter and half inch; TE Develop Concepts: Use Measuring Tools for Length) • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 (Estimate liquid volumes in the metric system; TE Develop Concepts: Use Measures of Length to Describe Objects) • 11-3 Operations with Liquid Volume—pp. 236–237 (Solve one-step problems involving liquid volumes that are given in the same units; TE Develop Concepts: Uses of Tables) • 11-4 Estimate and Measure Mass—pp. 240–241 (Estimate and measure masses using the metric system; TE Develop Concepts: Use Measures of Mass) • 11-5 Operations with Mass—pp. 242–243 (Solve one-step problems involving masses that are given in the same units; TE Develop Concepts: Choosing an Operation to Use) **Chapter 12: 12-7 & 12-8** • 12-7 Read Line Plots—pp. 266–267 (Read and interpret a line plot; TE Develop Concepts: Making an Ordered List) • 12-8 Make Line Plots—pp. 268–269 (Make a line plot; TE Develop Concepts: Representing Data Using Line Plots)

Exceeding

A student performing at the Exceeding *level:*

• solves word problems involving calculations of time and can identify and explain an error in an elapsed time calculation, including using an analog clock.	**Chapter 13: 13-2 through 13-5** • 13-2 Measure Elapsed Time—pp. 278–279 (Measure time intervals in hours and minutes; TE Develop Concepts: Explore 1 Minute) • 13-3 Find Start and End Times—pp. 282–283 (Find the start or end time of an event given one time and the elapsed time; TE Develop Concepts: Number Lines and Time) • 13-4 Operations with Time—pp. 284–285 (Solve word problems involving addition and subtraction of time intervals in minutes; TE Develop Concepts: Decide What to Find and Do for Time Problems)

continued

MEASUREMENT AND DATA

Focus is on area with the aim of connecting it to addition and multiplication, and then looking at measurements and representing measurements in charts.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	• 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Solve problems, including those involving time, using logical reasoning; TE Develop Concepts: Analyze Problem Situations)
• is thoughtful about the units of measure they choose, clearly communicates their mathematical thinking, and presents results of measurement problems in a line plot with accurately scaled units on the axes.	**Problem Solving Math Practices** • Use the Right Tools/Be Precise—p. xxiv **Chapter 11: 11-1 through 11-6** • 11-1 Measure Length—pp. 232–233 (Measure lengths to the nearest quarter and half inch; TE Develop Concepts: Use Measuring Tools for Length) • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 (Estimate liquid volumes in the metric system; TE Develop Concepts: Use Measures of Length to Describe Objects) • 11-3 Operations with Liquid Volume—pp. 236–237 (Solve one-step problems involving liquid volumes that are given in the same units; TE Develop Concepts: Uses of Tables) • 11-4 Estimate and Measure Mass—pp. 240–241 (Estimate and measure masses using the metric system; TE Develop Concepts: Use Measures of Mass) • 11-5 Operations with Mass—pp. 242–243 (Solve one-step problems involving masses that are given in the same units; TE Develop Concepts: Choosing an Operation to Use) • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Write one-step equations to solve problems involving measurement; TE Develop Concepts: Use a Bar Model to Represent a Situation) **Chapter 12: 12-7 & 12-8** • 12-7 Read Line Plots—pp. 266–267 (Read and interpret a line plot; TE Develop Concepts: Making an Ordered List) • 12-8 Make Line Plots—pp. 268–269 (Make a line plot; TE Develop Concepts: Representing Data Using Line Plots)
• uses error analysis to critique the work of others.	In addition to peer review inherent in group work suggested for several Teacher's Edition Develop Concept activities, the following exercises model critiquing conclusions of others: **Chapter 11: 11-2, 11-5 & 11-6** • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 (Workbook: Write About It) • 11-5 Operations with Mass—pp. 242–243 (Problem Solving: Is Jazmin correct; Is Michael correct?) • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Workbook: More Practice #9 (Who is correct?); Write About It (Who is correct?))

GEOMETRY

Focus is on 2-dimensional shapes.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• constructs and partitions a shape to represent a given fraction.	**Chapter 9: 9-1** • 9-1 Understand Equal Parts—pp. 188–189 (Determine if a shape is divided into equal parts and name the number of equal parts; TE Develop Concepts: Equal Shares) **Chapter 15: 15-2** • 15-2 Find Area Using Standard Units—pp. 314–315 (Measure area by counting unit squares; Express part of an area as a unit fraction; TE Develop Concepts: Names for Unit Squares)
• uses appropriate vocabulary to describe attributes of 2- and 3-dimensional shapes.	**Chapter 14: 14-1 through 14-3** • 14-1 Classify Polygons—pp. 294–295 (Classify polygons by their attriutes; TE Develop Concepts: Describe Geometric Figures) • 14-2 Classify Quadrilaterals—pp. 296–297 (Classify quadrilaterals by their attributes; TE Develop Concepts: More than One Name) • 14-3 Draw Quadrilaterals—pp. 298–299 (Draw quadrilaterals that are not rectangles, rhombuses, or squares; TE Develop Concepts: Draw Parallel Lines and Right Angles)
• creates a symbolic representation of a fractional value.	**Chapter 9: 9-1 & 9-7** • 9-1 Understand Equal Parts—pp. 188–189 (Determine if a shape is divided into equal parts and name the number of equal parts; TE Develop Concepts: Equal Shares) • 9-7 Problem Solving: Use a Model—pp. 202–203 (Identify fractions by using models; TE Develop Concepts: Describe a Situation Represented by a Model)
Exceeding *A student performing at the* Exceeding *level:*	
• decomposes composite shapes into basic, easily defined shapes.	**Chapter 14: 14-4** • 14-4 Compose and Decompose Shapes—pp. 302–303 (Compose and decompose shapes; TE Develop Concepts: Tetrominoes)
• recognizes that a symmetric shape can be partitioned into parts of the same shape and size.	**Chapter 15: 15-5** • 15-5 Find Area of Composite Shapes—pp. 322–323 (Find the area of a composite shape by decomposition into non-overlapping rectangles; TE Develop Concepts: Decompose Shapes into Rectangles and Squares)

MODELING

Producing, interpreting, understanding, evaluating, and improving mathematical models.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• creates an expression or equation to represent and solve a real-world problem.	Students are instructed throughout the program how to create expressions and equations to represent and solve problems. See the following representative lessons featuring direct instruction on how to do this: **Problem Solving Strategies** • Write and Solve an Equation—p. xxxi **Chapter 1: 1-6** • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (TE Develop Concepts: Problems and Problem Solving; use an equation) **Chapter 4: 4-4** • 4-4 Multiply with the Commutative Property—pp. 74–75 (TE Develop Concepts: Change the Order in an Equation) **Chapter 5: 5-7** • 5-7 Solve for Unknowns—pp. 102–103 (Find the unknown in a multiplication equation) **Chapter 8: 8-9** • 8-9 Use Order of Operations—pp. 180–181 (Expressions to represent the situation; Workbook: match expressions to values: TE Early Finishers: Create Equations) **Chapter 11: 11-6** • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Write one-step equations to solve problems) **Chapter 15: 15-4** • 15-4 Find Area Using the Distributive Property—pp. 320–321 (Problem Solving: Write an expression) **Chapter 16: 16-2** • 16-2 Find Perimeter—pp. 334–335 (TE Struggling Learners: Write Three Expressions)
• evaluates a manipulative model to solve a problem or explain a concept.	In addition to the above citation, learning activities with manipulative models are featured in several teacher-directed activities throughout the program. See examples of using manipulative models to solve a problem or explain a concept in the following lessons: **Chapter 1: 1-1** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (TE Develop Concepts: Model 3-Digit Numbers with Base Ten Models) **Chapter 3: 3-4 & 3-5** • 3-4 Subtract Three-Digit Numbers—pp. 54–55 (TE Develop Concepts: Model Subtraction Using Base Ten Blocks) *continued*

MODELING

Producing, interpreting, understanding, evaluating, and improving mathematical models.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	• 3-5 Subtract Across Zeros—pp. 56–57 (TE Develop Concepts: Regrouping with Base Ten Blocks) **Chapter 8: 8-1 through 8-4** • 8-1 Divide by 6—pp. 162–163 (TE Develop Concepts: Equal Groups of 6—connecting cubes) • 8-2 Divide by 7—pp. 164–165 (TE Develop Concepts: Equal Groups of 7—connecting cubes) • 8-3 Divide by 8—pp. 166–167 (TE Develop Concepts: Equal Groups of 8—connecting cubes) • 8-4 Divide by 9—pp. 168–169 (TE Develop Concepts: Equal Groups of 9—connecting cubes) **Chapter 9: 9-7** • 9-7 Problem Solving: Use a Model—pp. 202–203 (Identify fractions by using models; TE Develop Concepts: Describe a Situation Represented by a Model)

Exceeding

A student performing at the Exceeding *level:*

• represents real-world problems with expressions, equations, or graphs and can create a context to represent a given equation.	Real-world problems are represented in expressions, equations, and graphs throughout the program. See the following representative lessons in which students represent real-world problems with expressions, equations, or graphs: **Problem Solving Strategies** • Write and Solve an Equation—p. xxxi **Chapter 1: 1-6** • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (TE Develop Concepts: Problems and Problem Solving; use an equation) **Chapter 4: 4-4** • 4-4 Multiply with the Commutative Property—pp. 74–75 (TE Develop Concepts: Change the Order in an Equation) **Chapter 5: 5-7** • 5-7 Solve for Unknowns—pp. 102–103 (Find the unknown in a multiplication equation) **Chapter 8: 8-9** • 8-9 Use Order of Operations—pp. 180–181 (Expressions to represent the situation; Workbook: match expressions to values: TE Early Finishers: Create Equations) **Chapter 11: 11-6** • 11-6 Problem Solving: Write an Equation—pp. 244–245 (Write one-step equations to solve problems; TE Develop Concepts: Use a Bar Model to Represent a Situation) **Chapter 12: 12-2, 12-4 & 12-8** • 12-2 Make Picture Graphs—pp. 254–255 (Make a scaled picture *continued*

MODELING

Producing, interpreting, understanding, evaluating, and improving mathematical models.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	graph using data; TE Develop Concepts: Review the Parts of a Picture Graph) • 12-4 Make Bar Graphs—pp. 258–259 (Create a scaled bar graph from data; TE Develop Concepts: Determining Scale) • 12-8 Make Line Plots—pp. 268–269 (Make a line plot; TE Develop Concepts: Representing Data Using Line Plots) See the following lessons in which students create a context to represent a given equation: **Chapter 4: 4-7** • 4-7 Problem Solving: Write an Equation—pp. 80–81 (TE Develop Concepts: Explore Equations, story situations to match equation) **Chapter 7: 7-1** • 7-1 Relate Multiplication and Division—pp. 142–143 (Problem Solving #16: match story to equation; Write Your Own: write a story to match a equation)

JUSTIFICATION AND EXPLANATION

Giving reasons, explaining "Why?"

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• solves grade-level problems and provides a more complete explanation of their reasoning,	In lessons throughout the program, students solve grade-level problems and provide explanations of their reasoning, often in response to the **Write About It** prompt. For example: **Chapter 5: 5-5** • 5-5 Multiply by 10—pp. 98–99 (Write About It: Omar tells his friend you can add or multiply to find the product of 6 and 10. Do you agree or disagree with Omar? Explain.)
• draws conclusions using both specific and general evidentiary statements.	Students provide written evidence and examples as they support their conclusion in response to the **Write About It** prompt (at the end of each Student Edition lesson and each corresponding Workbook lesson). For example: **Chapter 2: 2-4** • 2-4 Add with Partial Sums—pp. 30–31 (Write About It: Mark said to find the sum of 427 + 238 using partial sums, it is necessary to add from left to right. Is Mark correct? Explain your answer.)

JUSTIFICATION AND EXPLANATION

Giving reasons, explaining "Why?"

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
• provides general support for a claim in order to reach a conclusion.	Students provide general support for a claim in **Write About It** prompts (at the end of each Student Edition lesson and each corresponding Workbook lesson). For example: **Chapter 3: 3-2** • 3-2 Relate Addition and Subtraction—pp. 48–49 (Write About It: How does knowing that 489 – 145 = 344 help you solve 145 + _? = 489?)
• uses and cites conditional statements, specific aspects of created visual representations, and/or computations or procedures to clarify an argument or draw a conclusion.	Students clarify an argument or draw a conclusion based on visual representations, computations, or procedures in many **Problem Solving** and **Write About It** exercises (located at the end of each Student Edition lesson and each corresponding Workbook lesson). For example: **Chapter 3: 3-4** • 3-4 Subtract Three-Digit Numbers—pp. 54–55 (Write About It: Jenna is going to find 543 – 258. Before she subtracts, she knows that she will need to regroup twice. How does Jenna know?) **Chapter 7: 7-6** • 7-6 Problem Solving: Use Drawings to Solve Problems—pp. 154–155 (Solve division word problems by using a drawing; TE Develop Concepts: Describe a Situation Represented by a Drawing) Students use conditional statements in many lessons and assessment activities. For example: **Chapter 6: 6-7** • 6-7 Use a Bar Model to Multiply—pp. 126–127 (Problem Solving #11: Tabitha has 9 packs of baseball cards. Each pack has 4 baseball cards. If Tabitha gives 8 baseball cards to her brother, how many baseball cards will she have left?) **Chapter 7: Performance Assessment** • Chapter 7 Performance Assessment—pp. 158–159 (If you used Austrian pine, without multiplying, which type of windbreak would use the most trees? How can you tell?)
• justifies and defends conclusions by explaining errors in reasoning or calculations, providing counterexamples, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion.	Students justify and defend conclusions in many **Practice, Problem Solving** and **Write About It** exercises. For example: **Chapter 1: 1-6** (error analysis) • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (Practice: Robert said that 739 is greater than 782 because the 9 in 739 is greater than the 2 in 782. James said that 782 is greater than 739 because 8 tens are greater than 3 tens. Whose thinking is not correct? Explain why.)

continued

JUSTIFICATION AND EXPLANATION

Giving reasons, explaining "Why?"

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	Chapter 13: 13-5 (reasoning) • 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Using logical reasoning; TE Develop Concepts: Analyze Problem Situations) **Chapter 14: 14-2** (classification) • 14-2 Classify Quadrilaterals—pp. 296–297 (Classify quadrilaterals by their attributes)
• uses conditional statements	**Chapter 2: 2-3** • 2-3 Estimate Sums—pp. 26–27 (Conditional statements) **Chapter 3: 3-6** • 3-6 Problem Solving: Read and Understand—pp. 58–59 (Sarah is traveling in Texas. She is driving from San Antonio to Houston. Then she is driving from Houston to Dallas. How much shorter would her trip be if she drove straight from San Antonio to Dallas?) **Chapter 5: 5-7** • 5-7 Solve for Unknowns—pp. 102–103 (Problem Solving #23: The school carnival has a petting zoo. There can be 9 children at a time inside the fence, for 4 minutes each. If 45 children are waiting in line, how long will it take all of them to go through the petting zoo? Explain.) **Chapter 6: 6-7** • 6-7 Use a Bar Model to Multiply—pp. 126–127 (Problem Solving #11: Tabitha has 9 packs of baseball cards. Each pack has 4 baseball cards. If Tabitha gives 8 baseball cards to her brother, how many baseball cards will she have left?)
• provides a counterexample.	N/A (counterexamples not discussed at this level)

Exceeding

A student performing at the Exceeding *level:*

• provides a coherent, logical argument or solution pathway by providing evidence to support claims.	Students are guide to use logical reasoning to support claims in many **Problem Solving** and **Write About It** exercises (located at the end of each Student Edition lesson and each corresponding Workbook lesson). For example: **Problem Solving Strategies** • Use Logical Reasoning—p. xxviii **Chapter 13: 13-5** (reasoning) • 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Write About It: You are given the number of items in two groups. You know the total in each group. You want to find how many belong to both groups. Explain how a Venn diagram can help you find that information.)

JUSTIFICATION AND EXPLANATION

Giving reasons, explaining "Why?"

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
• provides thorough justification and defends conclusions by using multiple, connected statements and incorporating justification techniques such as explaining errors in reasoning or calculations, providing counterexamples, using more than one arithmetic model, applying relevant classification schemes, and/or verifying statements or claims used to draw a conclusion.	Students justify and defend conclusions in many **Practice, Problem Solving** and **Write About It** exercises. For example: **Chapter 2: 2-8** (multiple models) • 2-8 Problem Solving: Use a Model—pp. 38–39 (Solve word problems by using a model to organize the information; TE Develop Concepts: Bar Models) **Chapter 4: 4-5** (error analysis) • 4-5 Represent Division by Sharing—pp. 76–77 (Problem Solving: #22 A worker has 24 hats to put on 3 shelves with the same number on each shelf. He says that 24 v 8 t 3 tells how many hats to put on a shelf. Explain his error.) **Chapter 13: 13-5** (reasoning/classification) • 13-5 Problem Solving: Use Logical Reasoning—pp. 286–287 (Using logical reasoning/Venn diagrams) **Chapter 14: 14-1** (classification) • 14-1 Classify Polygons—pp. 294–295 (Write About It: What two attributes do all of the polygons in this lesson have in common? Explain your answer.)

INTEGRATING ESSENTIAL SKILLS

Integrate and continue to grow with topics from prior grades.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
Ready *A student performing at the* Ready *level:*	
• uses base-ten number concepts from the previous grade to correctly solve problems and to provide more complete explanations to support their findings for problems addressing measurement and geometry from prior grades.	**Problem Solving Strategies** • Make and Use a Plan (using place value charts)—p. xxvi **Chapter 1: 1-1, 1-3 through 1-6** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 • 1-3 Compare and Order Numbers—pp. 6–7 (Compare and order 3-digit numbers using a number line and place value) • 1-4 Round Numbers to the Nearest Ten—pp. 10–11 (Round numbers to the nearest ten using number lines or place-value concepts) • 1-5 Round Numbers to the Nearest Hundred—pp. 12–13 (Round numbers to the nearest 100 using number lines or place-value concepts) • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 **Chapter 2: 2-5 through 2-7** • 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 • 2-7 Add with Three or More Addends—pp. 36–37 *continued*

INTEGRATING ESSENTIAL SKILLS

Integrate and continue to grow with topics from prior grades.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	Chapter 11: 11-2 through 11-6 • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 • 11-3 Operations with Liquid Volume—pp. 236–237 • 11-4 Estimate and Measure Mass—pp. 240–241 • 11-5 Operations with Mass—pp. 242–243 • 11-6 Problem Solving: Write an Equation—pp. 244–245 See also Grade 2 **Chapter 3 Place Value to 100** • Lessons 3-1 through 3-6—pp. 111–138 **Chapter 6 Measurement** • Lessons 6-4 through 6-10—pp. 253–284 **Chapter 7 Place Value to 1000** • Lessons 7-1 through 7-8—pp. 299–330 **Chapter 13 Geometry** • Lessons 13-1 through 13-5—pp. 555–574
• understands place value through hundreds.	**Chapter 1: 1-1** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (Write numbers to 1000 using base-ten numerals, number names, and expanded form; TE Develop Concepts: Model 3-Digit Numbers with Base Ten Models)
• skip-counts by 5s, 10s, 100s, and their multiples, starting at any number.	**Chapter 1: 1-2 & 1-2** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (TE Mental Math: count by 10s) • 1-2 Understand the Number Line—pp. 4–5 (Understand how to use a number line; TE Develop Concepts: Number Lines; skip count by 10s) **Chapter 4: 4-2** • 4-2 Represent Multiplication on a Number Line—pp. 68–69 (Represent multiplication by skip counting on a number line; skip counting by 5s; TE Develop Concepts: Modeling Repeated Addition on a Number Line) **Chapter 5: 5-2 & 5-5** • 5-2 Multiply by 5—pp. 90–91 (Fluently multiply whole numbers by 5; TE Develop Concepts: Finding Patterns in 5s) • 5-5 Multiply by 10—pp. 98–99 (Fluently multiply whole numbers by 10; TE Develop Concepts: Skip Counting by 10s) **Chapter 6: 6-2** • 6-2 Multiply by 3—pp. 114–115 (TE Develop Concepts: Skip Count to Multiply; skip count by 5s and 10s) **Chapter 12: 12-2** • 12-2 Make Picture Graphs—pp. 254–255 (TE Mental Math: skip count by 5s) • 12-4 Make Bar Graphs—pp. 258–259 (TE Mental Math: skip count by 5s and 10s) **Chapter 13: 13-1 & 13-4** • 13-1 Tell Time to the Minute—pp. 276–277 (Count by 5s; TE Mental Mat: skip count by 5s) *continued*

INTEGRATING ESSENTIAL SKILLS

Integrate and continue to grow with topics from prior grades.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	• 13-4 Operations with Time—pp. 284–285 (Solve word problems involving addition and subtraction of time intervals in minutes; Count by 5s; TE Develop Concepts: Decide What to Find and Do for Time Problems)

Exceeding

A student performing at the Exceeding *level:*

• solves multi-step problems addressing number, operations, and algebraic thinking from the previous grade and gives complete explanations for those solutions and for problems addressing relationships between geometric figures.	**Chapter 2: 2-8** • 2-8 Problem Solving: Use a Model—pp. 38–39 **Chapter 3: 3-6** • 3-6 Problem Solving: Read and Understand—pp. 58–59 **Chapter 6: 6-8** • 6-8 Problem Solving: Make a Table—pp. 128–129 (Solve two-step word problems by making a table to organize the information; TE Develop Concepts: Relate Information in a Two-Step Problem) **Chapter 8: 8-6** • 8-6 Problem Solving: Work Backward—pp. 174–175 (Solve multistep word problems by working backward; TE Develop Concepts: Develop a Plan for Problem Solving) **Chapter 12: 12-5** • 12-5 Data and Two-Step Problems—pp. 260–261 (Solve two-step problems using a scaled bar graph) **Chapter 14: 14-1 through 14-5** • 14-1 Classify Polygons—pp. 294–295 • 14-2 Classify Quadrilaterals—pp. 296–297 • 14-3 Draw Quadrilaterals—pp. 298–299 • 14-4 Compose and Decompose Shapes—pp. 302–303 • 14-5 Problem Solving: Choose a Strategy—pp. 304–305
• uses place values concepts to solve real-world situations.	**Chapter 1: 1-1 & 1-2** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (Write numbers to 1000 using base-ten numerals, number names, and expanded form; TE Develop Concepts: Model 3-Digit Numbers with Base Ten Models) • 1-2 Understand the Number Line—pp. 4–5 (Understand how to use a number line; TE Develop Concepts: Number Lines) • 1-3 Compare and Order Numbers—pp. 6–7 (Compare and order 3-digit numbers using a number line and place value) • 1-4 Round Numbers to the Nearest Ten—pp. 10–11 (Round numbers to the nearest ten using number lines or place-value concepts) • 1-5 Round Numbers to the Nearest Hundred—pp. 12–13 (Round numbers to the nearest 100 using number lines or place-value concepts) • 1-6 Problem Solving: Use a Four-Step Process—pp. 14–15 (Write About It: You have learned how to round numbers to the nearest ten and the nearest hundred. How can this skill help you when you are finding sums and differences?) *continued*

INTEGRATING ESSENTIAL SKILLS

Integrate and continue to grow with topics from prior grades.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	Chapter 2: 2-5 through 2-7 • 2-5 Use Place Value to Add: Regroup Once—pp. 32–33 (Add two 3-digit numbers by regrouping ones or tens) • 2-6 Use Place Value to Add: Regroup Twice—pp. 34–35 (Add two 3-digit numbers by regrouping ones and tens; TE Develop Concepts: Explore Place Value and Addition) • 2-7 Add with Three or More Addends—pp. 36–37 (Find the sum of three or more addends up to 1000; TE Develop Concepts: Explore 2-Digit Column Addition) **Chapter 3: 3-5** • 3-5 Subtract Across Zeros—pp. 56–57 (Use place value to solve real-world problems) **Chapter 11: 11-2 through 11-6** • 11-2 Estimate and Measure Liquid Volume—pp. 234–235 • 11-3 Operations with Liquid Volume—pp. 236–237 • 11-4 Estimate and Measure Mass—pp. 240–241 • 11-5 Operations with Mass—pp. 242–243 • 11-6 Problem Solving: Write an Equation—pp. 244–245
• describes patterns of the numbers in a skip-count list and describes the relationship between skip-counting and multiplication or division.	**Problem Solving Math Practices** • Look for a Pattern—p. xxv **Chapter 1: 1-2 & 1-2** • 1-1 Read and Write Multi-Digit Numbers—pp. 2–3 (TE Mental Math: count by 10s) • 1-2 Understand the Number Line—pp. 4–5 (TE Develop Concepts: Number Lines; skip count by 10s) **Chapter 4: 4-2** • 4-2 Represent Multiplication on a Number Line—pp. 68–69 (Represent multiplication by skip counting on a number line; skip counting by 5s; TE Develop Concepts: Modeling Repeated Addition on a Number Line) **Chapter 5: 5-2, 5-5 & 5-6** • 5-2 Multiply by 5—pp. 90–91 (TE Develop Concepts: Finding Patterns in 5s) • 5-5 Multiply by 10—pp. 98–99 (TE Develop Concepts: Skip Counting by 10s) • 5-6 Find Patterns in the Multiplication Table—pp. 100–101 (Find and use patterns in the multiplication table) **Chapter 6: 6-2, 6-10 & 6-11** • 6-2 Multiply by 3—pp. 114–115 (TE Develop Concepts: Skip Count to Multiply; skip count by 5s and 10s) • 6-10 Find More Multiplication Patterns—pp. 132–133 (Find and use patterns in the multiplication table) • 6-11 Multiply by Multiples of 10—pp. 134–135 (Multiply one-digit numbers by multiples of 10; TE Develop Concepts: What Is a Multiple of 10?) **Chapter 7: 7-4 & 7-5** • 7-4 Divide by 4—pp. 150–151 (TE Struggling Learners: skip count backwards on a number line to divide) • 7-5 Divide by 5—pp. 152–153 (TE Struggling Learners: skip count backwards on a number line to divide) *continued*

INTEGRATING ESSENTIAL SKILLS

Integrate and continue to grow with topics from prior grades.

3rd Grade Performance Level Descriptors	*Sadlier Math*, Grade 3
	Chapter 8: 8-2 & 8-4 • 8-2 Divide by 7—pp. 164–165 (TE Struggling Learners: skip count backwards on a number line to divide) • 8-4 Divide by 9—pp. 168–169 (TE Struggling Learners: skip count backwards on a number line to divide) **Chapter 12: 12-2** • 12-2 Make Picture Graphs—pp. 254–255 (TE Mental Math: skip count by 5s) • 12-4 Make Bar Graphs—pp. 258–259 (TE Mental Math: skip count by 5s and 10s) **Chapter 13: 13-1 & 13-4** • 13-1 Tell Time to the Minute—pp. 276–277 (Count by 5s; TE Mental Math: skip count by 5s) • 13-4 Operations with Time—pp. 284–285 (Count by 5s)