bridges in mathematics

GRADE 3

Bridges & Number Corner Third Edition

# CORRELATIONS

2021 Oregon Mathematics Standards

number corner

## 3 Mathematical Practice Standards

| Standard | Descriptor | Citations | |
|---|---|---|---|
| This list of citations is not exhaustive. We have provided citations to demonstrate students have many opportunities throughout the curriculum to engage in the practice standards. | | | |
| 1 | Make sense of problems and persevere in solving them. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S2<br>Unit 3: M1 S1; M3 S1<br>Unit 4: M2 S3<br>Unit 5: M1 S4; M2 S1<br>Unit 7: M4 S4<br>Unit 8: M1 S3; M4 S1 | **Number Corner**<br>September: Solving Problems<br>October: Solving Problems<br>November: Solving Problems<br>February: Calendar Collector<br>March: Solving Problems<br>April: Calendar Collector, Solving Problems<br>May: Solving Problems |
| 2 | Reason abstractly and quantitatively. | **Bridges in Mathematics**<br>Unit 1: M2 S1; M4 S3; M4 S5<br>Unit 2: M2 S5<br>Unit 3: M1 S1<br>Unit 4: M1 S2<br>Unit 5: M4 S4<br>Unit 7: M4 S1<br>Unit 8: M3 S6; M4 S1; M3 S6 | **Number Corner**<br>September: Computational Fluency<br>November: Solving Problems<br>January: Solving Problems<br>April: Calendar Grid<br>May: Solving Problems |
| 3 | Construct viable arguments and critique the reasoning of others. | **Bridges in Mathematics**<br>Unit 1: M2 S4; M3 S3; M4 S2<br>Unit 2: M1 S1<br>Unit 3: M1 S6; M4 S2<br>Unit 4: M3 S3<br>Unit 5: M2 S4<br>Unit 6: M4 S3<br>Unit 8: M4 S1 | **Number Corner**<br>October: Solving Problems<br>November: Computational Fluency<br>December: Calendar Grid<br>January: Solving Problems<br>February: Solving Problems<br>March: Solving Problems<br>May: Calendar Collector, Number Line |
| 4 | Model with mathematics. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M1 S2; M4 S5<br>Unit 2: M2 S2<br>Unit 4: M3 S4; M4 S3<br>Unit 5: M1 S3<br>Unit 6: M3 S2<br>Unit 7: M4 S2<br>Unit 8: M3 S3 | **Number Corner**<br>May: Calendar Grid |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| This list of citations is not exhaustive. We have provided citations to demonstrate students have many opportunities throughout the curriculum to engage in the practice standards. | | | |
| 5 | Use appropriate tools strategically. | **Bridges in Mathematics**<br>Unit 1: M2 S5; M3 S1<br>Unit 3: M1 S2; M2 S4<br>Unit 4: M2 S4<br>Unit 6: M1 S5<br>Unit 7: M2 S2<br>Unit 8: M1 S3; M4 S2 | **Number Corner**<br>December: Calendar Collector<br>January: Calendar Collector<br>February: Calendar Collector<br>April: Calendar Collector, Number Line |
| 6 | Attend to precision. | **Bridges in Mathematics**<br>Unit 1: M3 S1<br>Unit 2: M4 S2<br>Unit 3: M3 S4<br>Unit 4: M1 S6; M4 S1<br>Unit 5: M3 S3; M4 S2<br>Unit 6: M1 S4<br>Unit 7: M2 S4; M4 S4<br>Unit 8: M1 S1; M1 S2; M4 S4 | **Number Corner**<br>November: Calendar Collector, Computational Fluency<br>December: Computational Fluency<br>January: Number Line<br>February: Number Line<br>March: Number Line<br>May: Number Line |
| 7 | Look for and make use of structure. | **Bridges in Mathematics**<br>Unit 1: M1 S1; M1 S2; M2 S1; M2 S3; M3 S5<br>Unit 2: M2 S2; M3 S4<br>Unit 3: M2 S2<br>Unit 4: M1 S2<br>Unit 8: M1 S3; M3 S6; M4 S4 | **Number Corner**<br>September: Calendar Grid, Number Line<br>October: Calendar Grid, Number Line<br>November: Calendar Grid, Number Line<br>December: Calendar Grid, Number Line<br>January: Calendar Grid, Number Line<br>February: Calendar Grid, Number Line<br>March: Calendar Grid, Number Line<br>April: Solving Problems<br>May: Computational Fluency |
| 8 | Look for and express regularity in repeated reasoning. | **Bridges in Mathematics**<br>Unit 1: M1 S4<br>Unit 2: M2 S4; M3 S2<br>Unit 3: M4 S1<br>Unit 4: M3 S2<br>Unit 5: M1 S2<br>Unit 6: M3 S3<br>Unit 7: M3 S4<br>Unit 8: M1 S1; M2 S5 | **Number Corner**<br>November: Number Line<br>December: Solving Problems<br>January: Computational Fluency<br>February: Computational Fluency<br>March: Calendar Grid, Calendar Collector, Computational Fluency<br>April: Computational Fluency<br>May: Calendar Grid, Calendar Collector |

## 3 OA — Algebraic Reasoning: Operations

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.OA.A** Represent and solve problems involving multiplication and division. | | | |
| **3.OA.A.1** | Represent and interpret multiplication of two factors as repeated addition of equal groups. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S2; M1 S3; M1 S5; M2 S1; M2 S3; M2 S4; M2 S5; M3 S2; M3 S3; M3 S4; M4 S3<br>Unit 5: M1 S1; M1 S2; M1 S6<br>Unit 7: M1 S2 | **Number Corner**<br>September: Calendar Grid, Computational Fluency<br>October: Computational Fluency<br>November: Computational Fluency |
| **3.OA.A.2** | Represent and interpret whole-number quotients as dividing an amount into equal-sized groups. | **Bridges in Mathematics**<br>Unit 5: M1 S2; M1 S3; M1 S4; M1 S6; M2 S1; M2 S2; M3 S1; M3 S2<br>Unit 6: M3 S5 | **Number Corner**<br>May: Solving Problems |
| **3.OA.A.3** | Use multiplication and division within 100 to solve problems in authentic contexts involving equal groups, arrays, and/or measurement quantities. | **Bridges in Mathematics**<br>Unit 2: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M1 S6; M3 S1; M3 S2<br>Unit 5: M1 S3; M1 S4; M2 S1; M2 S2<br>Unit 7: M2 S1; M2 S2 | **Number Corner**<br>September: Calendar Grid<br>November: Solving Problems |
| **3.OA.A.4** | Determine the unknown number in a multiplication or division equation relating three whole numbers by applying the understanding of the inverse relationship of multiplication and division. | **Bridges in Mathematics**<br>Unit 5: M2 S1; M2 S3; M3 S1 | **Number Corner**<br>November: Solving Problems<br>April: Solving Problems<br>May: Solving Problems |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.OA.B** Understand properties of multiplication and the relationship between multiplication and division. | | | |
| **3.OA.B.5** | Apply properties of operations as strategies to multiply and divide. | **Bridges in Mathematics**<br>Unit 7: M1 S3; M1 S4; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5 | **Number Corner**<br>November: Computational Fluency<br>December: Solving Problems<br>April: Computational Fluency, Solving Problems<br>May: Computational Fluency |
| **3.OA.B.6** | Understand division as an unknown-factor in a multiplication problem. | **Bridges in Mathematics**<br>Unit 5: M1 S5; M1 S6; M2 S1; M2 S2; M2 S3; M3 S4 | **Number Corner**<br>February: Computational Fluency<br>April: Computational Fluency, Solving Problems<br>May: Computational Fluency |
| **3.OA.C** Multiply and divide within 100. | | | |
| **3.OA.C.7** | Fluently multiply and divide within 100 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations. | **Bridges in Mathematics**<br>Unit 2: M2 S3; M2 S4; M2 S5; M3 S3; M3 S4; M4 S2; M4 S3<br>Unit 5: M2 S4; M3 S1; M3 S2; M3 S3; M3 S4 | **Number Corner**<br>February: Computational Fluency<br>March: Computational Fluency<br>April: Computational Fluency<br>May: Calendar Collector, Computational Fluency |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.OA.D** Solve problems involving the four operations, and identify and explain patterns in arithmetic. | | | |
| **3.OA.D.8** | Solve two-step problems in authentic contexts that use addition, subtraction, multiplication, and division in equations with a letter standing for the unknown quantity. | **Bridges in Mathematics**<br>Unit 1: M4 S1; M4 S2<br>Unit 2: M4 S2<br>Unit 3: M3 S4<br>Unit 4: M2 S2; M2 S3<br>Unit 7: M1 S1; M1 S2<br>Unit 8: M4 S2 | **Number Corner**<br>October: Number Line<br>November: Number Line<br>January: Solving Problems |
| **3.OA.D.9** | Identify and explain arithmetic patterns using properties of operations, including patterns in the addition table or multiplication table. | **Bridges in Mathematics**<br>Unit 1: M1 S3; M1 S4; M1 S5; M2 S2; M3 S3; M3 S4<br>Unit 2: M2 S2; M3 S3; M3 S4<br>Unit 7: M1 S5<br>Unit 8: M2 S1 | **Number Corner**<br>September: Number Line<br>December: Computational Fluency<br>January: Computational Fluency<br>February: Computational Fluency<br>March: Computational Fluency<br>April: Computational Fluency<br>May: Calendar Collector |

## 3 NBT — Numeric Reasoning: Base Ten Arithmetic

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.NBT.A** Use place value understanding and properties of operations to perform multidigit arithmetic. | | | |
| **3.NBT.A.1** | Use place value understanding to round whole numbers within 1000 to the nearest 10 or 100. | **Bridges in Mathematics**<br>Unit 3: M1 S2; M1 S3; M1 S4; M3 S1; M3 S2; M3 S3; M3 S4 | **Number Corner**<br>November: Number Line<br>December: Number Line |
| **3.NBT.A.2** | Fluently add and subtract within 1000 using accurate, efficient, and flexible strategies and algorithms based on place value and properties of operations. | **Bridges in Mathematics**<br>Unit 1: M2 S5; M3 S2; M3 S3; M4 S2; M4 S4<br>Unit 3: M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M3 S1; M3 S3; M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 4: M2 S1; M2 S2 | **Number Corner**<br>September: Solving Problems<br>October: Solving Problems |
| **3.NBT.A.3** | Find the product of one-digit whole numbers by multiples of 10 in the range 10–90, such as 9 × 80. Students use a range of strategies and algorithms based on place value and properties of operations. | **Bridges in Mathematics**<br>Unit 7: M1 S1; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5 | |

## 3 **NF** — Numeric Reasoning: Fractions

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.NF.A** Develop understanding of fractions as numbers. | | | |
| **3.NF.A.1** | Understand the concept of a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. | **Bridges in Mathematics**<br>Unit 4: M3 S1; M3 S2; M3 S3; M3 S4; M4 S2<br>Unit 7: M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M3 S6; M4 S1 | **Number Corner**<br>October: Calendar Collector<br>November: Calendar Collector<br>December: Calendar Grid<br>February: Calendar Collector<br>April: Calendar Collector |
| **3.NF.A.2** | Understand a fraction as a number on the number line; Represent fractions on a number line diagram. | **Bridges in Mathematics**<br>Unit 4: M3 S4; M3 S5; M4 S1; M4 S2<br>Unit 7: M3 S1; M3 S2; M3 S3; M3 S4; M3 S5; M4 S1 | **Number Corner**<br>November: Calendar Collector<br>January: Number Line<br>February: Number Line<br>March: Number Line<br>April: Calendar Grid, Number Line<br>May: Number Line |
| **3.NF.A.3** | Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. | **Bridges in Mathematics**<br>Unit 4: M3 S2; M3 S3; M3 S5<br>Unit 6: M4 S2; M4 S3<br>Unit 7: M3 S1; M3 S2; M3 S3; M3 S5; M3 S6; M4 S1; M4 S3 | **Number Corner**<br>December: Calendar Grid<br>January: Calendar Grid, Number Line<br>February: Number Line<br>March: Number Line<br>April: Calendar Grid, Calendar Collector<br>May: Calendar Grid, Number Line |

## 3 GM — Geometric Reasoning and Measurement

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.GM.A** Reason with shapes and their attributes. | | | |
| **3.GM.A.1** | Understand that shapes in different categories may share attributes and that shared attributes can define a larger category. | **Bridges in Mathematics**<br>Unit 6: M1 S1; M1 S2; M1 S3; M1 S4; M1 S5; M2 S1; M2 S2; M2 S3; M2 S4; M2 S5; M2 S6<br>Unit 8: M2 S2; M2 S5; M4 S3 | **Number Corner**<br>October: Calendar Grid |
| **3.GM.A.2** | Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. | **Bridges in Mathematics**<br>Unit 4: M3 S1; M3 S2; M3 S3<br>Unit 6: M4 S1; M4 S3<br>Unit 7: M4 S2; M4 S3<br>Unit 8: M2 S1 | **Number Corner**<br>May: Calendar Grid |
| **3.GM.B** Solve problems involving measurement and estimation. | | | |
| **3.GM.B.3** | Tell, write, and measure time to the nearest minute. Solve problems in authentic contexts that involve addition and subtraction of time intervals in minutes. | **Bridges in Mathematics**<br>Unit 4: M2 S4; M2 S5<br>Unit 8: M2 S1; M3 S1; M3 S2; M3 S5; M4 S2 | **Number Corner**<br>January: Calendar Collector<br>March: Calendar Grid |
| **3.GM.B.4** | Measure, estimate and solve problems in authentic contexts that involve liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). | **Bridges in Mathematics**<br>Unit 4: M1 S3; M1 S4; M1 S5; M1 S6; M2 S1; M2 S2; M2 S3<br>Unit 8: M1 S2; M1 S4; M1 S5; M3 S2; M3 S3; M3 S4; M3 S5 | **Number Corner**<br>October: Calendar Collector<br>December: Calendar Collector |

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.GM.C** Geometric measurement: understand concepts of area and relate area to multiplication and to addition. | | | |
| **3.GM.C.5** | Recognize area as an attribute of plane figures and understand concepts of area measurement presented in authentic contexts by tiling and counting unit squares. | **Bridges in Mathematics**<br>Unit 5: M4 S1; M4 S2; M4 S3<br>Unit 6: M4 S1 | **Number Corner**<br>February: Calendar Grid |
| **3.GM.C.6** | Measure areas by counting standard and non-standard unit squares. | **Bridges in Mathematics**<br>Unit 5: M4 S1; M4 S2; M4 S3; M4 S4<br>Unit 6: M3 S5<br>Unit 8: M1 S2 | **Number Corner**<br>February: Calendar Grid<br>March: Calendar Collector |
| **3.GM.C.7** | Relate area to multiplication and addition. Use relevant representations to solve problems in authentic contexts. | **Bridges in Mathematics**<br>Unit 5: M3 S3; M4 S1; M4 S4; M4 S5<br>Unit 6: M3 S3; M3 S4<br>Unit 7: M1 S5<br>Unit 8: M1 S2; M1 S4; M4 S3 | **Number Corner**<br>November: Calendar Grid<br>February: Calendar Grid<br>March: Calendar Collector, Solving Problems<br>May: Calendar Grid |
| **3.GM.D** Geometric measurement: recognize perimeter. | | | |
| **3.GM.D.8** | Solve problems involving authentic contexts for perimeters of polygons. | **Bridges in Mathematics**<br>Unit 6: M3 S1; M3 S2; M3 S3; M3 S4; M3 S5<br>Unit 8: M2 S1; M4 S3 | **Number Corner**<br>February: Calendar Grid<br>March: Calendar Collector, Solving Problems |

## 3 DR — Data Reasoning

| Standard | Descriptor | Citations | |
|---|---|---|---|
| **3.DR.A** Pose investigative questions and collect/consider data. | | | |
| **3.DR.A.1** | Generate questions to investigate situations within the classroom, school or community. Collect or consider measurement data that can naturally answer questions by using information presented in a scaled picture and/or bar graph. | **Bridges in Mathematics**<br>Unit 2: M3 S5; M4 S1; M4 S2<br>Unit 8: M1 S3; M1 S4; M1 S5; M2 S4; M3 S3; M4 S4 | |
| **3.DR.B** Analyze, represent, and interpret data. | | | |
| **3.DR.B.2** | Analyze measurement data with a scaled picture graph or a scaled bar graph to represent a data set with several categories. Interpret information presented to answer investigative questions. | **Bridges in Mathematics**<br>Unit 2: M3 S5; M4 S1; M4 S2<br>Unit 8: M1 S5; M2 S4; M3 S3 | **Number Corner**<br>September: Calendar Collector<br>February: Solving Problems<br>March: Calendar Grid<br>May: Calendar Collector |