

Kindergarten CCSS Alignments to the Dimensions Math® Series

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CCS: Common Core Standards

DM: Dimensions Math Series

CCS		DM	Chapter	Lesson
Counting & Cardinality				
K.CC.1	Count to 100 by ones and by tens.	PKA	4	1, 2
			6	2, 3
		KA	2	1, 2
			3	1, 2, 3, 4, 5, 6
		KB	7	1, 2, 4, 5, 6, 7
12	1, 2, 3, 4, 5, 6, 7, 8			
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	PKA	4	3, 4
			6	3, 5
		KB	7	8
K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	PKB	13	22
		KA	2	6, 7, 8, 9, 10, 11
			3	7, 8, 9, 10
			4	11
		KB	7	2, 3, 4, 5, 6, 7, 8, 9
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality.	PKA	4	5, 6, 7, 8, 9, 12, 13
			6	6, 7, 8, 9, 10, 11, 12
		PKB	13	4, 5, 6, 7
		KA	2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
			3	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
			4	11
K.CC.4.A	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	PKA	7	1, 2, 3, 4, 5, 6, 7, 8
		KA	2	2
			3	4, 5
K.CC.4.B	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	PKA	7	1, 2, 3, 4, 5, 6, 7, 8
		KA	2	1
			3	1
K.CC.4.C	Understand that each successive number name refers to a quantity that is one larger.	KA	3	12
K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	KB	7	1, 2, 3, 4, 5, 6, 7, 9
K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	PKB	10	1, 2, 3, 4
			13	13, 14
		KA	6	1, 2, 3
K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	KA	6	2, 3
Operations & Algebraic Thinking				
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	PKB	11	1, 2, 3, 4, 5
			13	10, 15, 16, 20, 21
		KB	8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
			9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
			10	1, 2, 3, 4, 5, 6, 7, 8, 9
K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	PKB	11	1, 2, 3, 4, 5
			13	20, 21
		KB	9	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
			10	1, 2, 3, 4, 5, 6, 7, 8, 9
			11	1, 2, 3, 4, 5

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K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	PKB	11	1, 2, 3, 4, 5
			13	21
		KB	8	7, 8, 9, 10, 11
			10	4, 5, 6, 7
K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	KB	8	11
K.OA.5	Fluently add and subtract within 5.	PKB	12	1, 2, 3, 4, 5, 6, 7
			8	5, 6
		KB	9	2
			10	4, 5, 6, 7
			11	1, 2, 3, 4, 5
Number & Operations in Base Ten				
K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	KB	7	1, 2, 3, 4, 5, 6, 7
Measurement & Data				
K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	PKA	1	7, 8
		PKB	13	2, 3, 9
		KA	4	9, 12
			5	1, 2, 3, 4, 5, 6, 7, 8, 9
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	PKA	2	1, 2, 3, 4
		PKB	13	2, 3
		KA	4	9, 12
			5	1, 2, 3, 4, 5, 6, 7, 8, 9
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	PKA	1	1, 2, 3, 4, 5, 6, 7, 8, 9
		PKB	13	1, 19
		KA	1	2, 3, 4, 5, 6
Geometry				
K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	PKB	9	3, 6, 7, 8, 9
		KA	1	1
			3	11
			4	1, 4, 5, 6, 7, 8
K.G.2	Correctly name shapes regardless of their orientations or overall size.	PKB	9	1, 2, 5, 6, 7, 8, 9
		13	12	
		KA	4	3, 4, 5, 6, 8, 9
K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	PKB	9	1, 2, 5
		13	12	
		KA	4	2
K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	PKB	9	1, 2, 5, 6, 7, 8, 9
		KA	4	4, 5, 6, 8
K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	PKB	9	4, 8, 9
		KA	4	10
K.G.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"	PKB	13	12
		KA	4	10

Grade 1 CCSS Alignments to the Dimensions Math® Series

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CCS		DM	Chapter	Lesson
Operations & Algebraic Thinking				
1.OA.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1A	3	6
			4	1, 2, 5, 8
			7	4
			9	2
		1B	11	1, 2, 3
1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	1B	13	7
1.OA.3	Apply properties of operations as strategies to add and subtract.2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)	1A	2	1, 2, 3, 4, 5, 6
			3	4
			5	5, 6
			6	1, 2, 3
			7	1, 2, 3
1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.	1A	4	1, 2, 4, 5
			5	6
		1B	12	1, 2, 3
1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	1A	3	5
			4	3
1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).	1A	3	1, 2, 3, 4, 5, 6, 7
			4	1, 2, 3, 4, 5, 6, 7, 8, 9
			5	2
			6	1, 2, 3, 4
			7	1, 2, 3, 5
1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	1A	3	1, 4
			7	1, 2
1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = _ - 3$, $6 + 6 = _$.	1A	3	4
			4	6, 7
			5	2
Number & Operations in Base Ten				
1.NBT.1*	Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	1A	1	1, 2, 3, 4
			5	1
		1B	12	1, 2
			16	1
1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	1A	5	1
			12	1, 2
			16	1, 2
1.NBT.2A	10 can be thought of as a bundle of ten ones — called a "ten."	1A	1	1
1.NBT.2B	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	1A	5	1
1.NBT.2C	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	1B	12	2
			16	1
1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	1A	5	3, 4
		1B	12	4
1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	1A	5	5, 6
			12	1, 2, 3
		1B	13	1, 2, 3, 4, 5, 6
			16	2, 3, 4
			17	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	1B	12	3
			16	3
			17	2, 9

CCS		DM	Chapter	Lesson
1.NBT.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	1B	12	3
			16	2, 3
			17	9, 10, 11
Measurement & Data				
1.MD.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	1B	10	1, 2
1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	1B	10	3
1.MD.3	Tell and write time in hours and half-hours using analog and digital clocks.	1B	18	1, 2
1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	1B	11	3
Geometry				
1.G.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	1A	8	1, 2
1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	1A	8	3
1.G.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	1B	15	1, 2

*1.NBT.1 standard requires students to count to 120. DM Textbook 1B counts to 100. See Teacher's Guide 1B for an extension on counting to 120.

Grade 2 CCSS Alignments to the Dimensions Math® Series

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CCS		DM	Chapter	Lesson
Operations & Algebraic Thinking				
2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	2A	2	1, 2, 3, 4
2.OA.2	Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	2A	2	1, 2
2.OA.3*	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.			
2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	2A	6	1, 2
Number & Operations in Base Ten				
2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	2A	1	4, 5
2.NBT.1.A	100 can be thought of as a bundle of ten tens — called a "hundred."	2A	1	4
2.NBT.1.B	The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	2A	1	4
2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s.	2A	1	4, 7
			7	1, 2, 7
2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	2A	1	4, 5
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	2A	1	6
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	2A	1	1, 2
			2	1, 2
			3	1, 2, 3, 4, 5, 7
		2B	8	1, 2, 3, 4, 6, 7, 8, 9
2.NBT.6**	Add up to four two-digit numbers using strategies based on place value and properties of operations.	2A	1	5, 7
2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	2A	3	1, 2, 3, 4, 5, 7, 8, 9, 10
		2B	8	1, 2, 6, 7
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	2A	1	2, 7
		2B	8	4, 9
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.	2A	2	1, 2, 3, 4
			3	1, 2, 3, 4, 5, 7, 8, 9, 10
		2B	8	1, 2, 3, 4, 6, 7, 8, 9

CCS		DM	Chapter	Lesson
Measurement & Data				
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	2A	4	1, 3, 5, 6, 7
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	2A	4	1
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.	2A	4	2, 4, 7
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	2A	4	1, 5
2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	2A	4	8
2.MD.6***	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.			
2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	2B	12	1, 3
2.MD.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?	2B	10	1, 2, 3, 6, 7
2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.			
2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	2B	14	1, 2
Geometry				
2.G.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	2B	15	1, 2, 3, 4, 5
2.G.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	2A	6	6
			7	7
2.G.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	2B	11	1, 3

*2.AO.3 standard is met in Dimensions Math Textbook 3A, Chapter 4, Lesson 6.

**2.NBT.6 standard requires students to add up to four 2-digit numbers. Dimensions Math Textbook 2A adds up to two numbers. See Teacher's Guide 2A for an extension on adding up to four 2-digit numbers.

***2.MD.6 standard is met in Dimensions Math Textbook 3A, Chapter 1, Lesson 5.

Grade 3 CCSS Alignments to the Dimensions Math® Series

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CCS: Common Core Standards
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CCS		DM	Chapter	Lesson
Operations & Algebraic Thinking				
3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .	3A	4	1, 2, 6
		3B	8	1, 2, 6, 7
3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.	3A	4	3, 5, 6, 7, 8, 9
			6	2, 6, 7
3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	3A	4	1, 3, 7, 8, 9
			5	1, 2, 3, 4, 5
3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$	3A	4	3, 4, 7, 10
			6	1
3.OA.5	Apply properties of operations as strategies to multiply and divide. 2 Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)	3A	4	1, 2
			5	1, 2, 3, 4, 5
3.OA.6	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	3A	4	3, 4
			6	1
3.OA.7	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	3A	4	1, 2, 3, 6
			5	1, 2, 3, 4, 5
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.	3A	6	1, 2, 3, 4
			8	1, 2, 3, 6, 7, 8
3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	3A	2	2, 9, 11
			3	1, 2, 3, 6
3.OA.9		3A	4	8, 9
			5	1, 2, 3, 4, 5
3.OA.9		3A	1	7
			2	5
3.OA.9		3B	8	1, 2, 6, 7
Number & Operations in Base Ten				
3.NBT.1	Use place value understanding to round whole numbers to the nearest 10 or 100.	3A	1	9, 10
			3	4, 5
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.	3A	2	1, 2, 3, 4, 5, 6, 8, 9, 10, 11
3.NBT.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	3A	5	1
Number & Operations—Fractions				
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 $1/b$.	3B	9	1
3.NF.2	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	3B	9	3, 4
			10	1
3.NF.2.A	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.	3B	9	2

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3.NF.2.B	Represent a fraction a/b on a number line diagram by marking off $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	3B	9	2
3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	3B	10	2, 3
3.NF.3.A	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	3B	10	1
3.NF.3.B	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	3B	10	1
3.NF.3.C	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.	3B	9	2
3.NF.3.D	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, e.g., by using a visual fraction model.	3B	9	3, 4
			10	4, 5
Measurement & Data				
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, e.g., by representing the problem on a number line diagram.	3B	14	1, 2, 4, 5, 6
3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).1 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	3B	11	5, 6, 7
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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	3A	7	1, 2
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.	3B	9	2
3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement.	3B	13	1, 2
3.MD.5.A	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.	3B	13	1
3.MD.5.B	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.	3B	13	1
3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	3B	13	1, 2
3.MD.7	Relate area to the operations of multiplication and addition.	3B	13	3
3.MD.7.A	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.	3B	13	3
3.MD.7.B	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.	3B	13	8
3.MD.7.C	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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.	3A	4	2
		3B	8	1, 2, 6, 7
3.MD.7.D	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.	3B	13	4
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.	3B	13	6, 7, 8

CCS		DM	Chapter	Lesson
Geometry				
3.G.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	3B	12	4, 5, 6
3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	3B	9	1
			13	1

*Representing problems using equations with a letter standing for the unknown quantity is covered in Dimensions Math Teacher's Guide 3A.

** Telling time to the minute was covered in Dimensions Math 2.

***Showing the data by making a line plot, where the horizontal scale is marked off in appropriate units, is not covered in Dimensions Math 3B.