

Common Core State Standards – Grades 3-4

A Toy Store Summer: Finding Area

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Norwood House Press

Correlated to the Common Core State Standards for Mathematics

LEVEL	Grade	Domain	Standard #	Standard Description
B	3	Measurement and Data	3.MD.5a	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.
B	3	Measurement and Data	3.MD.5b	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.
B	3	Measurement and Data	3.MD.6	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
B	3	Measurement and Data	3.MD.7a	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.
B	3	Measurement and Data	3.MD.7b	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.
B	3	Measurement and Data	3.MD.7d	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.
B	3	Measurement and Data	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.
B	3	Number and Operations in Base Ten	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.
B	3	Operations and Algebraic Thinking	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.
B	3	Operations and Algebraic Thinking	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.
B	3	Operations and Algebraic Thinking	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.

B	4	Measurement and Data	4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.
B	4	Number and Operations in Base Ten	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.
B	4	Number and Operations in Base Ten	4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
B	4	Operations and Algebraic Thinking	4.OA.3	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. 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.