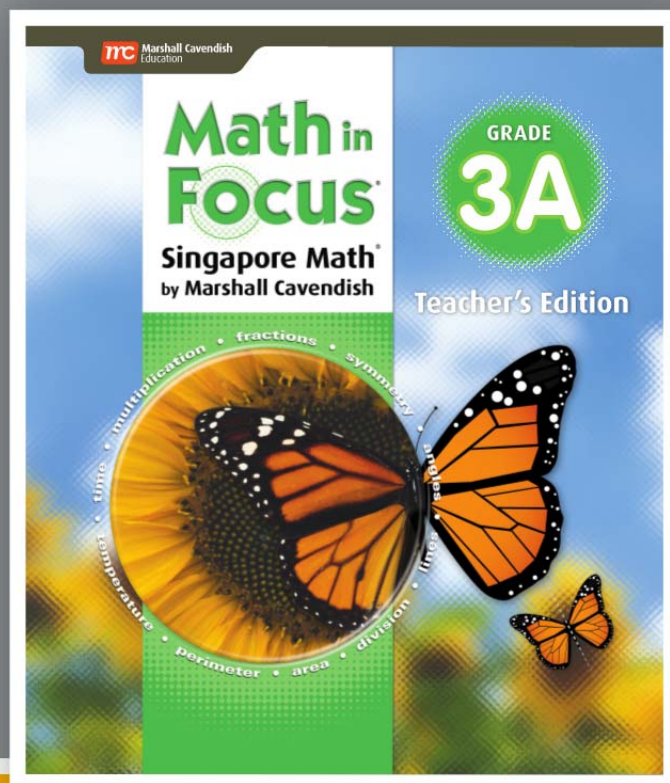


Correlation to the Oklahoma Academic Standards for Mathematics Grade 3



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Grade 3

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Oklahoma Academic Standards for Mathematics
Grade 3

Citations	Standard	Descriptor
3.N.1 Compare and represent whole numbers up to 10,000 with an emphasis on place value and equality.		
<u>Volume 3A:</u> SE/TE: 5–11, 12–19 Workbook: 1–4, 5–8	3.N.1.1	Read, write, discuss, and represent whole numbers up to 10,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives.
<u>Volume 3A:</u> SE/TE: 5–11, 12–19 Workbook: 1–4, 5–8	3.N.1.2	Use place value to describe whole numbers between 1,000 and 10,000 in terms of ten thousands, thousands, hundreds, tens and ones, including expanded form.
<u>Volume 3A:</u> SE/TE: 5–11 Workbook: 1–4	3.N.1.3	Find 1,000 more or 1,000 less than a given four- or five-digit number. Find 100 more or 100 less than a given four- or five-digit number.
<u>Volume 3A:</u> SE/TE: 20–29 Workbook: 11–16	3.N.1.4	Use place value to compare and order whole numbers up to 10,000, using comparative language, numbers, and symbols.

Citations	Standard	Descriptor
3.N.2 Add and subtract multi-digit whole numbers; multiply with factors up to 10; represent multiplication and division in various ways; Solve real-world and mathematical problems through the representation of related operations.		
<u>Volume 3A:</u> SE/TE: 138–150, 151–157, 158–162, 163–167, 168–175 Workbook: 93–96, 97–100, 101–104, 105–108, 109–112	3.N.2.1	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting.
<u>Volume 3A:</u> SE/TE: 191–193, 194–198, 199–209 Workbook: 119–120, 121–126, 127–138	3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.
<u>Volume 3A:</u> SE/TE: 41–44, 45–48, 49–52, 77–78, 79–83, 84–87, 94–97, 98–101, 102–106, 108–113 Workbook: 19–20, 21–24, 25–26, 45–48, 49–50, 51–54, 59–60, 61–62, 63–66, 67–68	3.N.2.3	Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.
<u>Volume 3A:</u> SE/TE: 53–63, 64–68 Workbook: 27–30, 31–36	3.N.2.4	Recognize when to round numbers and apply understanding to round numbers to the nearest ten thousand, thousand, hundred, and ten and use compatible numbers to estimate sums and differences.
<u>Volume 3A:</u> SE/TE: 53–63, 64–68, 84–87, 122–126 Workbook: 27–30, 31–36, 51–54, 73–84 <u>Volume 3B:</u> SE/TE: 63–68, 69–74 Workbook: 41–44, 45–50	3.N.2.5	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.
<u>Volume 3A:</u> SE/TE: 176–177, 178–181 Workbook: 113–114, 115–118	3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.

Citations	Standard	Descriptor
<u>Volume 3A:</u> SE/TE: 176–177, 178–181 Workbook: 113–114, 115–118	3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.
<u>Volume 3A:</u> SE/TE: 194–198, 199–209 Workbook: 121–126, 127–138	3.N.2.8	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two-digit number by a one-digit number.
3.N.3 Understand meanings and uses of fractions in real-world and mathematical situations.		
<u>Volume 3B:</u> SE/TE: 117–120, 121–125, 126–129, 130–146, 148–150 Workbook: 91–92, 93–96, 97–100, 101–106, 107–112	3.N.3.1	Read and write fractions with words and symbols.
<u>Volume 3B:</u> SE/TE: 117–120, 121–125, 126–129, 130–146 Workbook: 91–92, 93–96, 97–100, 101–106	3.N.3.2	Construct fractions using length, set, and area models.
<u>Volume 3B:</u> SE/TE: 117–120, 121–125, 126–129, 130–146, 148–150 Workbook: 91–92, 93–96, 97–100, 101–106, 107–112	3.N.3.3	Recognize unit fractions and use them to compose and decompose fractions related to the same whole. Use the numerator to describe the number of parts and the denominator to describe the number of partitions.
<u>Volume 3B:</u> SE/TE: 121–125, 126–129, 130–146 Workbook: 93–96, 97–100, 101–106	3.N.3.4	Use models and number lines to order and compare fractions that are related to the same whole.
3.N.4 – Determine the value of a set of coins or bills.		
<u>Volume 3B:</u> SE/TE: 4–14 Workbook: 1–6	3.N.4.1	Use addition to determine the value of a collection of coins up to one dollar using the cent symbol and a collection of bills up to twenty dollars.
<u>Volume 3B:</u> SE/TE: 4–14 Workbook: 1–6 Online Lesson: 10.1a	3.N.4.2	Select the fewest number of coins for a given amount of money up to one dollar.

Citations	Standard	Descriptor
3.A.1 Describe and create representations of numerical and geometric patterns.		
<u>Volume 3A:</u> SE/TE: 5–11 Workbook: 1–4	3.A.1.1	Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.
Online Lesson: 2.3a, 6.5a	3.A.1.2	Describe the rule (single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.
Online Lesson: 18.2a	3.A.1.3	Explore and develop visual representations of growing geometric patterns and construct the next steps.
3.A.2 Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.		
<u>Volume 3A:</u> SE/TE: 138–150 Workbook: 93–96 Online Lesson: 5.1a, 7.3a	3.A.2.1	Find unknowns represented by symbols in arithmetic problems by solving one-step open sentences (equations) and other problems involving addition, subtraction, and multiplication. Generate real-world situations to represent number sentences.
<u>Volume 3A:</u> SE/TE: 138–150 Workbook: 93–96 Online Lesson: 2.1a	3.A.2.2	Recognize, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.
3.GM.1 Use geometric attributes to describe and create shapes in various contexts.		
Online Lesson: 18.3a	3.GM.1.1	Sort three-dimensional shapes based on attributes.
Online Lesson: 18.3b	3.GM.1.2	Build a three-dimensional figure using unit cubes when picture/shape is shown.
<u>Volume 3B:</u> SE/TE: 266–274, 275–278 Workbook: 177–182, 183–184	3.GM.1.3	Classify angles as acute, right, obtuse, and straight.

Citations	Standard	Descriptor
3.GM.2 Understand measurable attributes of real-world and mathematical objects using various tools.		
<u>Volume 3B:</u> SE/TE: 371–374, 375–380 Workbook: 227–230, 231–238	3.GM.2.1	Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.
<u>Volume 3B:</u> SE/TE: 347–352, 353–361, 362–370, 371–374 Workbook: 215–218, 219–222, 223–226, 227–230	3.GM.2.2	Develop and use formulas to determine the area of rectangles. Justify why length and width are multiplied to find the area of a rectangle by breaking the rectangle into one unit by one unit squares and viewing these as grouped into rows and columns.
<u>Volume 3B:</u> SE/TE: 35–37 Workbook: 23–26 Online Lesson: 11.1a	3.GM.2.3	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.
<u>Volume 3B:</u> SE/TE: 168–185 Workbook: 119–126	3.GM.2.4	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.
<u>Volume 3B:</u> SE/TE: 35–37, 38–41, 168–185 Workbook: 23–26, 27–30, 119–126	3.GM.2.5	Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects
<u>Volume 3B:</u> SE/TE: 248–250, 254, 257, 263 Workbook: 163–166	3.GM.2.6	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.
Online Lesson: 18.3b	3.GM.2.7	Count cubes systematically to identify number of cubes needed to pack the whole or half of a three-dimensional structure.
<u>Volume 3B:</u> SE/TE: 347–352, 353–361, 362–370, 371–374 Workbook: 215–218, 219–222, 223–225, 227–230	3.GM.2.8	Find the area of two-dimensional figures by counting total number of same size unit squares that fill the shape without gaps or overlaps.

Citations	Standard	Descriptor
3.GM.3 Solve problems by telling time to the nearest 5 minutes.		
<u>Volume 3B:</u> SE/TE: 223–227 Workbook: 147–150	3.GM.3.1	Read and write time to the nearest 5-minute (analog and digital).
<u>Volume 3B:</u> SE/TE: 228–232, 233–236, 237–240, 241–247, 251–258 Workbook: 151–154, 155–156, 157–158, 159–162, 167–174	3.GM.3.2	Determine the solutions to problems involving addition and subtraction of time in intervals of 5 minutes, up to one hour, using pictorial models, number line diagrams, or other tools.
3.D.1 – Summarize, construct, and analyze data.		
<u>Volume 3B:</u> SE/TE: 84–90, 91–96, 97–104 Workbook: 61–68, 70–74, 75–86	3.D.1.1	Summarize and construct a data set with multiple categories using a frequency table, line plot, pictograph, and/or bar graph with scaled intervals.
<u>Volume 3B:</u> SE/TE: 84–90, 91–96, 97–104 Workbook: 61–68, 70–74, 75–86	3.D.1.2	Solve one- and two-step problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.

The Oklahoma Academic Standards for Mathematics
Mathematical Actions and Processes Standards

Citations	Standard	Descriptor
<p><u>Volume 3A:</u> SE/TE: 8, 10–11, 14, 18, 28, 41, 47, 50, 51, 54, 60, 73, 77, 79, 86, 92D, 99–101, 109, 119, 120, 124, 128F, 138–139, 154, 156, 157, 161, 165, 168, 171–182, 190F, 192, 194, 202, 204, 205, 210–217, 235, 240D, 246–248, 260, 266, 278–279, 284</p> <p><u>Volume 3B:</u> SE/TE: 2D, 9, 13–15, 18–19, 29, 30, 13, 43, 48E, 55, 62, 69, 74, 76, 88–90, 92, 94, 99, 112D, 118, 128, 129, 131, 144, 149, 172B, 185, 189, 204–205, 209, 216B, 225, 226, 235, 240, 247, 257</p>	Develop a Deep and Flexible Conceptual Understanding	Demonstrate a deep and flexible conceptual understanding of mathematical concepts, operations, and relations while making mathematical and real-world connections. Students will develop an understanding of how and when to apply and use the mathematics they know to solve problems.
<p><u>Volume 3A:</u> SE/TE: 3–4, 5–12, 13–24, 25–31, 32–39, 40–46, 47–54, 55, 56–57, 59, 60–67, 68–80, 81–86, 88, 90–91</p>	Develop Accurate and Appropriate Procedural Fluency	Learn efficient procedures and algorithms for computations and repeated processes based on a strong sense of numbers. Develop fluency in addition, subtraction, multiplication, and division of numbers and expressions. Students will generate a sophisticated understanding of the development and application of algorithms and procedures.

Citations	Standard	Descriptor
<p><u>Volume 3A:</u> SE/TE: 2D–2E, 3, 5–8, 21–23, 26, 28–30, 37–40, 42, 44–46, 49–52, 60–65, 68–76, 81–84, 93, 96–101, 104–107, 109–115, 118–121, 129, 130–134, 136–139, 142–144, 147–151, 154–163, 165–169, 171–174, 191–195, 197–199, 200, 203, 210–214, 218–222, 240C, 243–254, 259–264, 266–274</p> <p><u>Volume 3B:</u> SE/TE: 2C, 3, 6–11, 12–15, 20–27, 31–36, 36–39, 48D–48E, 49, 50, 51–58, 61–69, 73–82, 86–95, 98–102, 112C, 113, 115, 116–122, 130–139, 144–153, 172C, 174–182, 186–195, 198–206, 216C, 217–218, 220–226, 229–232, 252–255</p>	Develop Strategies for Problem Solving	Analyze the parts of complex mathematical tasks and identify entry points to begin the search for a solution. Students will select from a variety of problem solving strategies and use corresponding multiple representations (verbal, physical, symbolic, pictorial, graphical, tabular) when appropriate. They will pursue solutions to various tasks from real-world situations and applications that are often interdisciplinary in nature. They will find methods to verify their answers in context and will always question the reasonableness of solutions.
<p><u>Volume 3A:</u> SE/TE: 2B, 2F, 5, 12, 13–23, 24, 25, 28–32, 34, 37–39, 40, 41–45, 47, 48C, 50–52, 60, 67, 68, 80, 81, 92C, 93, 96, 103, 104, 108–115, 118, 129–131, 132, 145, 147–151, 153, 154, 165–169, 171–174, 178–179, 190C, 190F, 193, 195, 198, 209, 210, 214–216, 225–230, 234, 240A–240B, 243–245, 252, 253, 260, 273–275, 278–285</p> <p><u>Volume 3B:</u> SE/TE: 2B, 2D, 7–8, 10, 11, 12–14, 16, 28, 34, 40, 44, 48B–48C, 48F, 55, 58C, 59, 63, 70, 77, 83, 90, 92C, 96, 98–99, 103, 107, 111, 112B, 122, 128D–128E, 130, 136, 137, 146–147, 149, 150–151, 153, 159, 172B, 172D, 175, 177–179, 186–187, 190D–190E, 192–195, 201–206, 207–208, 210, 216B, 216D, 218, 237–243, 246–248</p>	Develop Mathematical Reasoning	Explore and communicate a variety of reasoning strategies to think through problems. Students will apply their logic to critique the thinking and strategies of others to develop and evaluate mathematical arguments, including making arguments and counterarguments and making connections to other contexts.

Citations	Standard	Descriptor
<p><u>Volume 3A:</u> SE/TE: 8, 10–11, 14, 18, 28, 41, 47, 50, 51, 54, 60, 73, 77, 79, 86, 92D, 99–101, 109, 119, 120, 124, 128F, 138–139, 154, 156, 157, 161, 165, 168, 171–182, 190F, 192, 194, 202, 204, 205, 210–217, 235, 240D, 246–248, 260, 266, 278–279, 284</p> <p><u>Volume 3B:</u> SE/TE: 2D, 9, 13–15, 18–19, 29, 30, 13, 43, 48E, 55, 62, 69, 74, 76, 88–90, 92, 94, 99, 112D, 118, 128, 129, 131, 144, 149, 172B, 185, 189, 204–205, 209, 216B, 225, 226, 235, 240, 247, 257</p>	Develop a Productive Mathematical Disposition	Hold the belief that mathematics is sensible, useful and worthwhile. Students will develop the habit of looking for and making use of patterns and mathematical structures. They will persevere and become resilient, effective problem solvers.
<p><u>Volume 3A:</u> SE/TE: 2F, 13–23, 25, 28–32, 34, 37–39, 40, 41–45, 50–52, 67, 80, 92D, 93, 103, 108–115, 129–131, 132, 145, 147–151, 153, 165–169, 171–174, 178–179, 190F, 195, 198, 209, 214–216, 225–230, 234, 243–245, 273–274, 278–285</p> <p><u>Volume 3B:</u> SE/TE: 2D, 7–8, 10, 12–14, 48F, 55, 63, 77, 90, 98–99, 112D, 122, 130, 136, 146–147, 150–151, 153, 172D, 175, 177–179, 186–187, 192–195, 201–206, 207–208, 216D, 237–243, 246–248</p>	Develop the Ability to Make Conjectures, Model, and Generalize	Make predictions and conjectures and draw conclusions throughout the problem solving process based on patterns and the repeated structures in mathematics. Students will create, identify, and extend patterns as a strategy for solving and making sense of problems.
<p><u>Volume 3A:</u> SE/TE: 2B, 5, 12, 13, 24, 25, 26, 31, 32, 40, 43, 47, 58A–58B, 60, 68, 81, 92A–92B, 96, 104, 109, 111, 118, 130–131, 147, 149, 154, 165, 171, 190A, 190C, 193, 195, 197, 210, 218, 225, 252, 253, 160, 240A–240B, 275, 284, 278–285</p> <p><u>Volume 3B:</u> SE/TE: 2B, 7–8, 11, 16, 28, 34, 40, 44, 48B, 48C, 55, 58C, 59, 63, 70, 77, 83, 90, 92C, 96, 98–99, 103, 107, 111, 112B, 122, 128D–128E, 130, 137, 149, 150, 159, 186–187, 190D–190E, 194–195, 210, 216B, 218, 240C, 242–243</p>	Develop the Ability to Communicate Mathematically	Students will discuss, write, read, interpret and translate ideas and concepts mathematically. As they progress, students' ability to communicate mathematically will include their increased use of mathematical language and terms and analysis of mathematical definitions.