Houghton Mifflin Harcourt

Correlation to the Oklahoma Academic Standards for Mathematics Grade 3

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Oklahoma Saxon Math ©2019
Grade 3

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Oklahoma Academic Standards for Mathematics (2016)
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.		
New Concept Lessons: 4, 7, 12, 33	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.
New Concept Lessons: 32	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.
Oklahoma Success Lesson: 16 Oklahoma Success Lesson: 19	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.
New Concept Lessons: 17, 27, 99, 103 Investigation: 10	3.N.1.4	Use place value to compare and order whole numbers up to 10,000, using comparative language, numbers, and symbols.
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.		
New Concept Lessons: 54, 56, 57, 59, 60, 64, 70, 76, 86 Oklahoma Success Investigation: 10 Problem Solving Discussion Lessons: 55, 62, 75, 94	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.
New Concept Lessons: 56, 59, 64, 70	3.N.2.2	Demonstrate fluency of multiplication facts with factors up to 10.
New Concept Lessons: 13, 14, 16, 19, 23, 24, 28, 30, 36, 39, 40 Investigation: 2	3.N.2.3	Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract multi-digit numbers.
New Concept Lessons: 15, 30, 93, 95, 99 Investigation: 10	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.

Citations	Standard	Descriptor
New Concept: Lessons: 18, 20, 36, 39, 40	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.
New Concept: Lessons: 83, 85, 86, 89, 90 Oklahoma Success Lesson: 90	3.N.2.6	Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups.
New Concept Lessons: 82, 83, 85, 86, 89	3.N.2.7	Recognize the relationship between multiplication and division to represent and solve real-world problems.
New Concept Lessons: 81, 84	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.		
New Concept Lessons: 29, 41, 42, 44, 46, 47, 48	3.N.3.1	Read and write fractions with words and symbols.
New Concept Lessons: 5, 35, 44, 52	3.N.3.2	Construct fractions using length, set, and area models.
New Concep: Lessons: 5, 29, 41, 42, 46, 47	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.
New Concept Lessons: 35, 43, 47, 48, 49 Oklahoma Success Lesson: 48	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.		
New Concept Lessons: 13, 21, 22, 25	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.
New Concept Lesson: 21	3.N.4.2	Select the fewest number of coins for a given amount of money up to one dollar.

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3.A.1 Describe and create representations of numerical and geometric patterns.		
New Concept Lessons: 2, 25, 34, 64, 76, 88 Problem Solving Discussion Lessons: 3, 29, 37, 41, 49, 65, 83, 86, 90, 99	3.A.1.1	Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.
New Concept Lessons: 25, 34, 76, 98 Oklahoma Success Investigation: 3 Oklahoma Success Lesson: 98 Problem Solving Discussion Lessons: 64, 90, 98, 99	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.
Problem Solving Discussion Lessons: 2, 6, 10, 16, 29, 70, 109 Oklahoma Success Lesson: 1	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.		
New Concept Lessons: 18, 20, 36, 60, 90, 97, 100 Problem Solving Discussion Lessons: 92, 93, 94	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.
New Concept Lessons: 54, 55, 56, 57, 60, 61, 70, 77, 78, 81, 83, 86, 89, 90 Oklahoma Success Lesson: 6 Oklahoma Success Lesson: 55 Problem Solving Discussion Lessons: 55, 62, 75, 94	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.		
New Concept Lessons: 71, 75 Investigation: 10	3.GM.1.1	Sort three-dimensional shapes based on attributes.
New Concept Lessons: 72, 73	3.GM.1.2	Build a three-dimensional figure using unit cubes when picture/shape is shown.
New Concept Lessons: 51, 65, 66, 69	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.		
New Concept Lessons: 58, 67, 79	3.GM.2.1	Find perimeter of polygon, given whole number lengths of the sides, in real-world and mathematical situations.
New Concept Lessons: 62, 63, 79	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.
New Concept Lesson: 79	3.GM.2.3	Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.
New Concept Lessons: 34, 35, 37, 52	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.
New Concept Lessons: 34, 37	3.GM.2.5	Using common benchmarks, estimate the lengths (customary and metric) of a variety of objects.
New Concept Lessons: 4	3.GM.2.6	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.
New Concept Lessons: 72, 73	3.GM.2.7	Count cubes systematically to identify number of cubes needed to pack the whole or half of a three-dimensional structure.
New Concept Lessons: 62, 63, 64, 106	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.		
New Concept Lesson: 3	3.GM.3.1	Read and write time to the nearest 5-minute (analog and digital).
New Concept Lessons: 3, 5, 38	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.		
Investigations: 1, 3, 6 Oklahoma Success Investigation: 2	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.
Investigations: 1, 3, 6 Oklahoma Success Investigation: 2	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.