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OKLAHOMA PRIORITY ACADEMIC STUDENT SKILLS CORRELATED TO MOVING WITH MATH® FOUNDATIONS-BY-TOPIC GRADE 3

| | B1 <i>Number Sense, Addition & Subtraction</i> Student Book Skill Builders (SB) | B2 <i>Multiplication & Division Basic Facts</i> Student Book Skill Builders (SB) | B3 <i>Multiplication & Division - Problem Solving</i> Student Book Skill Builders (SB) | B4 <i>Fractions, Decimals, Geometry, Measurement</i> Student Book Skill Builders (SB) |
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| STANDARD 1: PATTERNS AND ALGEBRAIC REASONING | | | | |
| The student will use a variety of problem-solving approaches to extend and create patterns. | | | | |
| 1. Describe (orally or in written form), create, extend and predict patterns using numbers (e.g., 3, 6, 9, 12,..., use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart). | 8-11 SB: 3-2 | 6, 17, 43 SB: 20-11, 20-14 | 14, 15 SB: 3-4, 20-31 | |
| 2. Analyze tables to formulate generalizations about patterns in a variety of situations (e.g., list the multiples of 5 in a table to show that multiples of 5 have a 0 or 5 in the ones place; given pairs of numbers with a common relationship, determine the rule and generate additional pairs with the same relationship). | 8-11 SB: 3-2 | 16, 43 | SB: 25-27 | |
| STANDARD 2: NUMBER SENSE | | | | |
| The student will use numbers and number relationships to acquire basic facts. | | | | |

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| 1. Place value | | | | |
| a. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats). | 2, 3, 15 SB: 1-1, 4-1 | | | |
| b. Read, model and write whole numbers up to 4 digits (e.g., base-10 blocks, expanded form). | 2-4, 14, 15 SB: 1-2, 4-1, 4-2 | | | |
| 2. Whole numbers and fractions | | | | |
| a. Compare and order whole numbers up to 4 digits. | 5, 6, 16 SB: 2-2, 2-3 | | | |
| b. Compare and order fractions including halves, thirds and fourths using a model (e.g., fraction circles, pictures, egg cartons, fraction strips). | | | | |
| STANDARD 3: NUMBER OPERATIONS AND COMPUTATIONS | | | | |
| The student will estimate and compute with whole numbers. | | | | |
| 1. Estimate, find the sum and difference, with and without regrouping, of 3- and 4-digit numbers to solve application problems. | 60, 61 SB: 10-9, 10-10, 10-14, 12-1, 15-8, 15-16, 17-1 | | | |
| 2. Multiplication concepts | | | | |
| a. Demonstrate fluency with basic multiplication facts and fact families. | 18, 20 SB: 20-8 | | 7, 13, 48 SB: 20-24, 20-30, 25-22 | |

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| a. Solve problems with customary units involving length using half-inch and quarter-inch measurements and weight using pound and ounce. | | | | |
| b. Solve problems with metric units involving length using meter and centimeter and mass using gram and kilogram. | | | | |
| c. Use manipulatives to develop the concept of perimeter and area (e.g., cover a shape with pattern blocks to find area). | | | | |
| 3. Develop and use strategies to estimate measurements (e.g., use parts of the body as benchmarks for measuring length). | | | | |
| 4. Tell time on digital and analog clocks to 5 minutes and use information to solve problems involving time and temperature (e.g., read a thermometer). | | | | |
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| STANDARD 5: DATA ANALYSIS AND PROBABILITY | | | | |
| The student will demonstrate an understanding of data collection, display and interpretation. | | | | |
| 1. Data analysis | | | | |
| a. Pose questions, collect, record, and interpret data to help answer questions (e.g., Which was the most popular booth at our carnival?). | 68 | 46 | | |
| b. Read graphs and charts; identify the main idea, draw conclusions, make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu). | 68-70 SB: 50-2, 50-3 | 49, 58 SB: 50-5, 50-6 | SB: 50-7 | |

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| | 68 SB: 50-4 | | | |
| c. Construct a bar graph or pictograph with labels and a title from a set of data. | | | | |
| 2. Probability | | | | |
| a. Describe the probability (more, less, or equally likely) of chance events. | | | | |
| b. List arrangements (permutations) and combinations of up to three items (e.g., possible ways to arrange scoops of chocolate, strawberry and vanilla ice cream on a cone). | 7 SB: 49-1 | | | |