

Houghton Mifflin *MATHEMATICS* © 2002
 Grade 3
 correlated to
 Kentucky Core Content for Mathematics Assessment
 Grades Primary through Grade 5 with Assessment at Grade 5

Kentucky Core Content

Houghton Mifflin *MATHEMATICS*

NUMBER/COMPUTATION	
Concepts – Students will describe properties of, give examples of, and apply to real-world or mathematical situations:	
MA-E-1.1.1 Whole numbers (0 to 100,000,000), fractions, mixed numbers, and decimals through thousandths	These pages provide opportunities for students to practice whole numbers (to 100,000), fractions, mixed numbers, and decimals: PE: 4–5, 13, 16–19, 20–21, 22–23, 29, 32–35, 54–65, 68, 77, 88–89, 92, 104–106, 108–109, 111, 116–118, 120–121, 128–130, 132–133, 138–143, 170, 219, 222, 231, 238, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 482–493, 497, 500–505, 512–519, 524–527, 539, 553, 558–559, 579, 583 TE: 4–5, 13, 16–19, 20–21, 22–23, 29, 32–35, 54–65, 68, 77, 88–89, 92, 104–106, 108–109, 111, 116–118, 120–121, 128–130, 132–133, 138–143, 170, 219, 222, 231, 238, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 482–493, 497, 500–505, 512–519, 524–527, 539, 553, 558–559, 579, 583
MA-E-1.1.2 The operations of addition, subtraction, multiplication, and division	PE: 104–106, 108–109, 116–117, 120–121, 126–129, 132–133, 138–141, 214–223, 226, 228–237, 242, 246, 248, 258–261, 268, 270–271, 360–363, 368–371, 374–375, 382, 396–400, 402–403, 408–411, 414–418, 544–545, 564–566, 574, 586, 590 TE: 104–106, 108–109, 116–117, 120–121, 126–129, 132–133, 138–141, 214–223, 226, 228–237, 242, 246, 248, 258–261, 268, 270–271, 360–363, 368–371, 374–375, 382, 396–400, 402–403, 408–411, 414–418, 544–545, 564–566, 574, 586, 590
MA-E-1.1.3 Odd and even numbers, composite and prime numbers, multiples, and factors	These pages provide opportunities for students to identify odd and even numbers: PE: 27, 360–361, 376–377 TE: 6, 27, 360–361, 376–377
MA-E-1.1.4 Place value, expanded form, number magnitude (order, compare) to 100,000,000, and decimals through thousandths	PE: 4–5, 13, 16–20, 29, 32–35, 54–65, 77, 88–89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 512–515, 518–519, 524–527, 529, 553, 558–559, 579, 583 TE: 4–5, 13, 16–20, 29, 32–35, 54–65, 77, 88–89, 92, 105–106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325, 371,

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	373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 512–515, 518–519, 524–527, 529, 553, 558–559, 579, 583
MA-E-1.1.5 Multiple representations of numbers (e.g., drawings, manipulative, symbols)	PE: 4–5, 18–19, 32–35, 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588 TE: 4–5, 18–19, 32–35, 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588
Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:	
MA-E-1.2.1 Read, write, and rename whole numbers	PE: 3–5, 16–19, 32–35, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–550, 574–581, 588 TE: 3–5, 16–19, 32–35, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–550, 574–581, 588
MA-E-1.2.2 Add, subtract, multiply, and divide whole numbers using a variety of methods (e.g., mental, paper and pencil, calculator)	PE: 104–106, 108–109, 116–117, 120–121, 126–129, 132–133, 138–141, 214–223, 226, 228–237, 242, 246, 248, 258–261, 268, 270–271, 360–363, 368–371, 374–375, 382, 396–400, 402–403, 408–411, 414–18, 544–545, 564–566, 574, 586, 590 TE: 104–106, 108–109, 116–117, 120–121, 126–129, 132–133, 138–141, 214–223, 226, 228–237, 242, 246, 248, 258–261, 268, 270–271, 360–363, 368–371, 374–375, 382, 396–400, 402–403, 408–411, 414–18, 544–545, 564–566, 574, 586, 590
MA-E-1.2.3 Add and subtract fractions with like denominators; add and subtract decimals through hundredths	PE: 504–507, 520–522 TE: 504–507, 520–522
MA-E-1.2.4 Skip-count forward and backward	PE: 218, 220, 222, 230, 236 TE: 218, 220, 222, 230, 236
MA-E-1.2.5 Estimate quantities of objects	PE: 488–489 TE: 488–489
MA-E-1.2.6 Estimate computational results using an appropriate	PE: 10, 23, 37, 60, 106–107, 110–111, 134–135, 139, 160–163, 165,

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strategy	168–171, 186–189, 191, 216, 225, 239, 245, 259, 269, 271, 319, 320–321, 358, 379, 400, 405, 421, 506, 509, 544–545, 571 TE: 10, 23, 37, 60, 106–107, 110–111, 134–135, 139, 160–163, 165, 168–171, 186–189, 191, 216, 225, 239, 245, 259, 269, 271, 319, 320–321, 358, 379, 400, 405, 421, 506, 509, 544–545, 571
MA-E-1.2.7 Use factors to determine prime and composite numbers	See Grade 4.
MA-E-1.2.8 Determine least common multiple (LCM)	See Grade 4.
MA-E-1.2.9 Order and compare (>, <, =) whole numbers and fractions	PE: 20–21, 72, 166, 400, 488–489, 518–519, 550, 579 TE: 20–21, 72, 166, 400, 488–489, 518–519, 550, 579
Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics in meaningful ways by showing:	
MA-E-1.3.1 How fractions, decimals, and whole numbers relate (equivalence, order)	PE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 492–495, 512–517, 546–559, 574–581, 587–588 TE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 492–495, 512–517, 546–559, 574–581, 587–588
MA-E-1.3.2 How properties (commutative, associative, identity properties of addition and multiplication, zero property of multiplication) are used in computation	PE: 102–103, 126–127, 214–216, 228–229, 254 TE: 102–103, 126–127, 214–216, 228–229, 254
MA-E-1.3.3 How the base 10 number system relates to place value (e.g., ten tens make one hundred, ten hundredths make one-tenth)	PE: 3–5, 16–19, 32–35, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–550, 574–581, 588 TE: 3–5, 16–19, 32–35, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–550, 574–581, 588
GEOMETRY/MEASUREMENT	
Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:	
MA-E-2.1.1 Basic geometric elements and terms including points, rays, lines (perpendicular, parallel, intersecting),	These pages provide opportunities for students to practice identifying rays, lines, segments, sides, edges, faces, vertices, and angles:

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segments, sides, edges, faces, vertices, radius, diameter, and angles (acute, right, obtuse)	PE: 298–300, 328–330 TE: 298–300, 328–330
MA-E-2.1.2 Basic two-dimensional shapes including circles, triangles (right, equilateral), all quadrilaterals, pentagons, hexagons, and octagons	PE: 302–308, 348 TE: 302–308, 348
MA-E-2.1.3 Basic three-dimensional shapes including spheres, cones, cylinders, pyramids, cubes, and triangular and rectangular prisms	PE: 328–330, 349 TE: 328–330, 349
MA-E-2.1.4 Symmetry, congruence, and similar figures	PE: 301, 308–309, 312–317, 343, 345 TE: 301, 308–309, 312–317, 343, 345
MA-E-2.1.5 Nonstandard and standard (U.S. Customary, metric) units of measurement	PE: 68–72, 74–75, 78–79, 83, 93, 160–174, 182–187, 190–191, 194–195, 332–335 TE: 68–72, 74–75, 78–79, 83, 93, 160–174, 182–187, 190–191, 194–195, 332–335
Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:	
MA-E-2.2.1 Sort objects and compare attributes	PE: 103, 275, 301, 308–309, 324–325, 335, 343, 373, 487 TE: 103, 275, 301, 308–309, 324–325, 335, 343, 373, 487
MA-E-2.2.2 Use symmetry to construct a geometric design	PE: 316–317 TE: 316–317
MA-E-2.2.3 Identify and draw basic two-dimensional shapes in different orientations using rotations (turns), reflections (flips), and translations (slides)	PE: 301, 312–314 TE: 301, 312–314
MA-E-2.2.4 Identify basic three-dimensional shapes by appearance	PE: 328–330, 349 TE: 328–330, 349
MA-E-2.2.5 Use nonstandard and standard units to measure weight, length, perimeter, area (figures that can be divided into rectangular shapes), and angles	PE: 162–166, 172–174, 182–185, 298–300, 318–323 TE: 162–166, 172–174, 182–185, 298–300, 318–323

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MA-E-2.2.6	Use standard units to measure volume of rectangular prisms, liquid capacity, money, time, and temperature (e.g., above and below zero)	PE: 54–63, 78–82, 89, 105–106, 108–109, 116–117, 120–121, 168–171, 176–177, 186–187, 192–193, 332–335, 378–379, 524–525, 536–537, 558–559 TE: 54–63, 78–82, 89, 105–106, 108–109, 116–117, 120–121, 168–171, 176–177, 186–187, 192–193, 332–335, 378–379, 524–525, 536–537, 558–559
MA-E-2.2.7	Choose appropriate tools (e.g., protractors, meter sticks, rulers) for specific measurement tasks	PE: 160–163, 168–169, 172–173, 182–183, 190, 192–193 TE: 160–163, 168–169, 172–173, 182–183, 190, 192–193
MA-E-2.2.8	Identify measurable attributes of an object and make an estimate using appropriate units of measurement	PE: 165, 168–171, 173, 177, 183, 185, 190–191, 193, 320–321, 323, 332–333 TE: 165, 168–171, 173, 177, 183, 185, 190–191, 193, 320–321, 323, 332–333
MA-E-2.2.9	Use measurements to describe and compare attributes of objects	PE: 160–166, 168–174, 176–177, 182–187, 190–193 TE: 160–166, 168–174, 176–177, 182–187, 190–193
Relationships – Students will make connections between concepts and skills, explain how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:		
MA-E-2.3.1	How two-dimensional shapes are alike or different	PE: 302–308, 348 TE: 302–308, 348
MA-E-2.3.2	How three-dimensional shapes are alike or different	PE: 328–330, 349 TE: 328–330, 349
MA-E-2.3.3	How units within the <u>same</u> measurement system (U.S. Customary or metric) are related	PE: 165–167, 169, 171, 173, 185, 187, 191 TE: 165–167, 169, 171, 173, 185, 187, 191
MA-E-2.3.4	How lines of symmetry relate to shapes	PE: 316–317 TE: 316–317
PROBABILITY/STATISTICS		
Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:		

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MA-E-3.1.1	Mean, median, mode, and range of a set of data	These pages provide opportunities for students to find the median, mode, and range of data sets: PE: 440–441, 447, 450 TE: 440–441, 447, 450
MA-E-3.1.2	Probability of an unlikely event (near zero) and likely event (near one)	PE: 458–465 TE: 458–465
MA-E-3.1.3	The process of using data to answer questions (e.g., pose a question, plan, collect data, organize and display data, interpret data to answer question)	PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 445–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565 TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 445–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565
Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:		
MA-E-3.2.1	Pose questions that can be answered by collecting data	PE: 438–439, 442–443, 445–447, 454–455 TE: 438–439, 442–443, 445–447, 454–455
MA-E-3.2.2	Collect, organize, and describe data (e.g., drawings, tables, charts)	PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565 TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565

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MA-E-3.2.3 Construct and interpret displays of data (e.g., line graph, bar graph, pictograph, line plot, simple Venn diagram, table)	PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565 TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329–330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565
MA-E-3.2.4 Interpret circle graphs	See Grade 4.
MA-E-3.2.5 Make predictions and draw conclusions based on data	PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565 TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565
MA-E-3.2.6 Find mean, median, mode, and range of a set of data	These pages provide opportunities for students to use median, mode, and range: PE: 436, 440–441 TE: 436, 440–441
MA-E-3.2.7 Generate all possible outcomes in simple probability activities	PE: 458–462, 466–467 TE: 458–462, 466–467

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MA-E-3.2.8 Determine the fairness of games using simple probability activities	PE: 458–462, 466–467 TE: 458–462, 466–467
Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:	
MA-E-3.3.1 How data are used to draw conclusions	PE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565 TE: 5, 16, 19, 23, 26, 33, 36–37, 43, 45, 47, 63, 75–76, 89, 118, 130, 135, 149, 161, 165–166, 168–169, 174, 191, 223, 238–239, 245, 247, 268, 270, 279, 287, 329, 330, 333, 355, 358, 375, 388, 396, 417, 436–437, 441–442, 444–447, 450, 460–461, 464–465, 470–472, 474–475, 477, 479, 495, 515, 524–525, 550, 557, 559, 565
MA-E-3.3.2 How predictions can be based on probability data	PE: 458–462, 466–467 TE: 458–462, 466–467
MA-E-3.3.3 How the type of display is related to data (appropriateness of graphs)	PE: 445 TE: 445
ALGEBRAIC THINKING	
Concepts – Students will describe properties of, define, give examples of, and apply to both real-world and mathematical situations:	
MA-E-4.1.1 Functions (input-output) through pictures, tables, and words	PE: 106, 130, 150, 223, 369, 383, 387, 418, 433, 522 TE: 106, 130, 150, 223, 369, 383, 387, 418, 433, 522
MA-E-4.1.2 Number sentences with a missing value or variable	PE: 106, 130, 165, 223, 261, 269, 277, 369, 383, 387, 418, 433, 488–489, 518–519, 522, 547 TE: 106, 130, 165, 223, 261, 269, 277, 369, 383, 387, 418, 433, 488–489, 518–519, 522, 547
MA-E-4.1.3 A positive coordinate system of graphing using ordered pairs	These pages prepare students to graph on a coordinate grid: PE: 452–453, 471, 475

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	TE: 452–453, 471, 475
Skills – Students will perform mathematical operations and procedures accurately and efficiently, explain how the skills work in real-world or mathematical situations, and are able to:	
MA-E-4.2.1 Find rules for, extend, and create patterns	PE: 7, 10, 28, 29, 43, 57, 69, 103, 165, 218, 220, 222, 230, 236, 256–257, 270, 273–275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545, 590 TE: 7, 10, 28, 29, 43, 57, 69, 103, 165, 218, 220, 222, 230, 236, 256–257, 270, 273–275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545, 590
MA-E-4.2.2 Create tables to analyze patterns/functions	PE: 106, 130, 150, 223, 369, 383, 387, 418, 433, 522 TE: 106, 130, 150, 223, 369, 383, 387, 418, 433, 522
MA-E-4.2.3 Find solutions to number sentences with a missing value (e.g., $7 + N = 10$, $N + 5 > 14$)	PE: 106, 130, 165, 223, 261, 269, 277, 369, 383, 387, 418, 433, 488–489, 518–519, 522, 547 TE: 106, 130, 165, 223, 261, 269, 277, 369, 383, 387, 418, 433, 488–489, 518–519, 522, 547
MA-E-4.2.4 Locate whole numbers, fractions, and decimals on a number line	PE: 8–9, 20, 24, 73, 110, 126, 134, 218, 220, 222, 230, 236, 359–362, 374, 402, 408, 416, 488, 490, 523 TE: 8–9, 20, 24, 73, 110, 126, 134, 218, 220, 222, 230, 236, 359–362, 374, 402, 408, 416, 488, 490, 523
MA-E-4.2.5 Graph ordered pairs on a positive coordinate grid	These pages prepare students to graph on a coordinate grid: PE: 452–453, 471, 475 TE: 452–453, 471, 475
Relationships – Students will make connections between concepts and skills, show how connections are made, explain why procedures work, and/or make generalizations about mathematics by showing:	
MA-E-4.3.1 How patterns (e.g., numbers, pictures, words) are alike and different	TE: 7, 10, 28, 29, 43, 57, 69, 103, 165, 218, 220, 222, 230, 236, 256–257, 270, 273–275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545, 590 PE: 7, 10, 28, 29, 43, 57, 69, 103, 165, 218, 220, 222, 230, 236,

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	256–257, 270, 273–275, 301, 308–309, 324–325, 335, 337, 343, 373, 487, 544–545, 590
MA-E-4.3.2 How rules involving number patterns can be explained	PE: 28–29, 43, 69, 222, 256–257, 265, 270, 274–276, 324–325, 544–545, 590 TE: 28–29, 43, 69, 222, 256–257, 265, 270, 274–276, 324–325, 544–545, 590