

**South Carolina Standard and Expectation**

**Houghton Mifflin *MATHEMATICS***

<b>NUMBER AND OPERATIONS</b>	
<i>I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.</i>	
<b>A. Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.</b>	
1. Explain the place value structure of whole numbers through hundred thousands.	TE: 4–5, 8, 12, 16–19, 20, 32–33, 34–35, 140, 168, 188, 322, 336, 364, 512 PE: 4–5, 16–19, 20, 32–33, 34–35 Assessment Guide: 5, 6, 8, 9, 10, 11, 12, 13
2. Read and write whole numbers.	TE: 4–5, 16–19, 20–21, 22–23, 32–33, 34–35, 68, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 170, 222, 238 PE: 4–5, 16–19, 20–21, 22–23, 32–33, 34–35, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141 Assessment Guide: 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 54, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 81, 82, 83, 84, 85, 86, 87, 88, 95, 96, 97, 98, 99, 101, 102, 105, 107, 108, 111, 112, 113, 118 Internet: This Is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
3. Compare whole numbers using symbols (>, <, =) and words ("is greater than," "is less than," or "equals").	TE: 20–21, 34, 36, 121, 138, 162, 186 PE: 20–21, 121 Assessment Guide: 5, 6, 8, 9, 10, 11, 13, 102, 117 Internet: This Is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
4. Identify the place value of decimals through hundredths using concrete and pictorial models.	TE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 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, 512–513, 514–515, 518–519, 524–525, 526–527, 529, 553, 558–559, 579, 583 PE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 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, 512–513, 514–515, 518–519, 524–525, 526–527, 529, 553, 558–559, 579, 583 Assessment Guide: 15, 16, 20, 89, 91, 94, 103
5. Read and write decimals through hundredths based on concrete and pictorial models.	TE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 77, 88–89, 92, 105, 106, 108–109, 111, 116–117, 120–121, 143, 219, 231, 319, 325,

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	371, 373, 379, 403, 405, 409, 420–421, 447, 455, 497, 503, 506, 512–513, 514–515, 516–517, 518–519, 520–522, 524–525, 526–527, 529, 553, 558–559, 579, 583 PE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 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, 512–513, 514–515, 516–517, 518–519, 520–522, 524–525, 526–527, 529, 553, 558–559, 579, 583 Assessment Guide: 89, 91, 94, 103
6. Compare decimals (through hundredths) using symbols (>, <, or =) and words ("is greater than," "is less than," or "equals") with concrete and pictorial models.	TE: 518–519 PE: 518–519 Assessment Guide: 89, 91, 94
7. Read and write amounts of money using \$ sign and decimal notation.	TE: 12, 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 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, 524–525, 526–527, 529, 553, 558–559, 579, 583 PE: 13, 29, 54–55, 56–57, 58–60, 61, 62–63, 64–65, 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, 524–525, 526–527, 529, 553, 558–559, 579, 583 Assessment Guide: 5, 7, 13, 15, 16, 18, 20, 98, 103, 105, 108
<b>B. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.</b>	
1. Recognize equivalent representations for the same whole number by decomposing and composing whole numbers up through three-digits.	TE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588 PE: 49, 104–106, 108–109, 116–118, 120–121, 128–130, 132–133, 138–141, 546–559, 574–581, 587–588 Assessment Guide: 8, 9, 10, 12, 102
2. Write three-digit whole numbers in standard form, in expanded form, and in words.	TE: 4–5, 18–19, 32–35 PE: 4–5, 18–19, 32–35 Assessment Guide: 8, 9, 10, 12, 102
<b>C. Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.</b>	
1. Describe fractional parts of a unit or a group of objects ( $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{1}{6}$ , $\frac{1}{8}$ , $\frac{1}{10}$ and $\frac{1}{100}$ ).	TE: 482–483, 484–485, 486–487, 488–489, 490–491, 492–493, 500–501, 502–503, 504–505, 512–517, 539 PE: 482–483, 484–485, 486–487, 488–489, 490–491, 492–493, 500–501, 502–503,

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	504–505, 512–517, 539 Assessment Guide: 6, 34, 37, 88, 89, 90, 91, 92, 93, 94, 115, 119 Internet: Give Yourself a Hand; From Heel to Toe
<b>E. Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.</b>	
1. Represent equivalent forms of commonly used fractions using concrete and pictorial models.	TE: 492–495 PE: 492–495 Assessment Guide: 6, 89, 90, 92, 93, 94, 115, 119
<b>G. Describe classes of numbers according to characteristics such as the nature of their factors.</b>	
1. Describe and identify the characteristics of even and odd numbers by examining their divisibility by 2.	TE: 6, 27, 360–361, 376–377 PE: 27, 360–361, 376–377
<b>II. Understand meanings of operations and how they relate to one another.</b>	
<b>A. Understand various meanings of multiplication and division.</b>	
1. Describe the meaning of multiplication using concrete and pictorial models.	TE: 212–213, 214–217, 218–219, 220–221, 222–223, 228–229, 230–231, 234–235, 236–237, 256–257, 258–259, 260–261, 268–269, 270–271, 274–276, 544–545, 546–547 PE: 212–213, 214–217, 218–219, 220–221, 222–223, 228–229, 230–231, 234–235, 236–237, 256–257, 258–259, 260–261, 268–269, 270–271, 274–276, 544–545, 546–547 Assessment Guide: 40, 41, 42, 43, 44, 46, 47, 64, 65, 107, 108, 110, 113, 118
2. Describe the meaning of division using concrete and pictorial models.	TE: 352–353, 354–358, 359, 360, 362, 370, 374, 396–397, 402, 408, 410, 414, 416, 564–565, 566, 574 PE: 352–353, 354–358, 359, 360, 362, 370, 374, 396–397, 402, 408, 410, 414, 416, 564–565, 566, 574 Assessment Guide: 64, 64, 67, 70, 110
<b>C. Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.</b>	
1. Use the inverse relationships between addition/subtraction to solve problems.	TE: 108–111, 116–117, 128, 132–133, 139, 141, 142 PE: 108–111, 116–117, 128, 132–133, 139, 141, 142 Assessment Guide: 5
<b>D. Understand and use properties of operations, such as the distributivity of multiplication over addition.</b>	
1. Recognize commutativity in the addition facts.	TE: 102–103 PE: 102–103 Assessment Guide: 26, 29 Internet: This Is the Sport for Me!; Give Yourself a Hand

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2. Use the associative property to add efficiently.	TE: 102–103, 128 PE: 102–103 Assessment Guide: 26, 29 Internet: This Is the Sport for Me!; Give Yourself a Hand
<b>III. Compute fluently and make reasonable estimates.</b>	
<b>A. Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30 x 50.</b>	
1. Recall multiplication and division facts through 9.	TE: 218–219, 220–221, 222–223, 228–229, 230–231, 236–237, 258–259, 260–261, 268–269, 270–271, 360–361, 362–363, 368–369, 370–371, 374–375, 396–397, 398–400, 402–403, 408–409, 410–411, 414–415, 416–417, 424, 426, 428, 544–545 PE: 218–219, 220–221, 222–223, 228–229, 230–231, 236–237, 258–259, 260–261, 268–269, 270–271, 360–361, 362–363, 368–369, 370–371, 374–375, 396–397, 398–400, 402–403, 408–409, 410–411, 414–415, 416–417, 424, 426, 428, 544–545 Assessment Guide: 40, 41, 42, 44, 45, 46, 47, 48, 49, 50, 51, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 107, 111, 112, 118
2. Use basic number combinations to compute related problems in multiplication and division using multiples of 10 (e.g., using 3 x 5 to compute 30 x 5).	TE: 222–223, 259, 402–403, 418, 544–545, 586, 590 PE: 222–223, 259, 402–403, 418, 544–545, 586, 590 Assessment Guide: 97, 99
<b>B. Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.</b>	
1. Compare and contrast different addition and subtraction algorithms to select the most efficient one for solving a given situation.	TE: 104–106, 108–109, 116–117, 120–121, 126–127, 128–129, 132–133, 138–139, 140–141 PE: 104–106, 108–109, 116–117, 120–121, 126–127, 128–129, 132–133, 138–139, 140–141 Assessment Guide: 24, 25, 26, 27, 28, 29, 30 Internet: This Is the Sport for Me!; Give Yourself a Hand
2. Construct and analyze concrete models (rectangular arrays) for multiplication of one- and two-digit numbers.	TE: 214–217, 218–219, 220, 226, 228, 230, 236, 242, 246, 248, 258, 268, 382 PE: 214–217, 218–219, 220, 226, 228, 230, 236, 242, 246, 248, 258, 268, 382 Assessment Guide: 40, 41, 42, 44, 47, 64, 65
3. Demonstrate fluency in the use of both addition and subtraction algorithms and explain the steps involved.	TE: 104–106, 108–109, 116–117, 120–121, 126–127, 128–129, 132–133, 138–139, 140–141 PE: 104–106, 108–109, 116–117, 120–121, 126–127, 128–129, 132–133, 138–139,

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	140–141 Assessment Guide: 24, 25, 26, 27, 28, 29, 30 Internet: This Is the Sport for Me!; Give Yourself a Hand
<b>C. Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.</b>	
1. Round whole numbers to the nearest ten, hundred, or thousand.	TE: 8–10, 16, 24–26, 30, 41, 42, 44, 46, 80, 108, 110, 192, 272, 420 PE: 8–10, 24–26, 30, 41, 42, 44, 46, 176 Assessment Guide: 9, 10, 13, 102, 117
2. Estimate whole number sums or differences, describe the method used, and determine the reasonableness of the results.	TE: 106, 110–111, 112–113, 120–121, 134–135, 139, 144, 148 PE: 106, 110–111, 112–113, 120–121, 134–135, 139, 144, 148 Assessment Guide: 30
<b>F. Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.</b>	
1. Select appropriate methods and tools, and use the selected method or tool to solve addition and subtraction problems.	TE: 10, 26, 45, 60, 93, 102–103, 102–152 PE: 10, 26, 45, 60, 93, 102–103, 102–152 Assessment Guide: 25, 27, 30 Internet: This Is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>ALGEBRA</b>	
<b><i>I. Understand patterns, relations, and functions.</i></b>	
<b>A. Describe, extend, and make generalizations about geometric and numeric patterns.</b>	
1. Describe, create and extend numeric patterns with and without models and calculators.	TE: 6, 7, 8, 10, 28, 29, 43, 56, 57, 62, 130, 106, 165, 214, 218, 220, 222, 223, 228, 230, 236, 256–257, 270, 274–275, 303, 306, 337, 369, 398, 442, 458, 460, 502, 522, 526, 544–545, 590 PE: 7, 10, 28, 29, 43, 57, 130, 106, 165, 218, 220, 222, 223, 230, 236, 256–257, 270, 274–275, 337, 369, 522, 544–545, 590 Assessment Guide: 40
<b>B. Represent and analyze patterns and functions, using words, tables, and graphs.</b>	
1. Determine the pattern to identify missing numbers in a sequence and in a table of number pairs.	TE: 7, 10, 28, 29, 43, 57, 130, 106, 165, 218, 220, 222, 223, 230, 236, 256–257, 270, 274–275, 337, 369, 522, 544–545, 590 PE: 7, 10, 28, 29, 43, 57, 130, 106, 165, 218, 220, 222, 223, 230, 236, 256–257, 270, 274–275, 337, 369, 522, 544–545, 590 Assessment Guide: 40
2. Use pattern identification to solve problems.	
<b><i>II. Represent and analyze mathematical situations and structures using algebraic symbols.</i></b>	
<b>B. Represent the idea of a variable as an unknown quantity using a letter or a symbol.</b>	

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1. Use concrete or pictorial models and symbols to represent missing addends or factors.	TE: 7, 69, 103, 106, 130, 165, 166, 171, 173, 185, 187, 190, 191, 221, 223, 261, 269, 335, 363, 369, 371, 383, 387, 401–403, 409, 418, 433, 505, 522, 547, 579, 581 PE: 7, 69, 103, 106, 130, 165, 166, 171, 173, 185, 187, 191, 221, 223, 261, 269, 335, 363, 369, 371, 383, 387, 401–403, 409, 418, 433, 505, 522, 547, 579, 581 Assessment Guide: 29, 44, 73, 75
<b>C. Express mathematical relationships using equations.</b>	
1. Use concrete or pictorial models and symbols to identify missing addends or factors in equations that express relationships between two quantities.	TE: 69, 103, 106, 171, 185, 187, 221, 223, 335, 363, 383, 401–403, 409, 547, 579 PE: 69, 103, 106, 171, 185, 187, 221, 223, 335, 363, 383, 401–403, 409, 547, 579 Assessment Guide: 29, 44, 73, 75
<b>III. Use mathematical models to represent and understand quantitative relationships.</b>	
<b>A. Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.</b>	
1. Use patterns and relationships in a variety of real-world contexts.	TE: 7, 28–29, 43, 57, 69, 103, 218, 220, 222, 230, 236, 273, 308–309, 324–325, 343, 373, 487, 544 PE: 7, 28–29, 43, 57, 69, 103, 218, 220, 222, 230, 236, 273, 308–309, 324–325, 343, 373, 487, 544 Internet: Hop, Hop, Hopping Along
<b>IV. Analyze change in various contexts.</b>	
<b>B. Identify and describe situations with constant or varying rates of change and compare them.</b>	
1. Identify real situations and events that show change.	TE: 62–63, 89, 160–161, 176–177, 192–193, 201, 378–379, 578–579 PE: 62–63, 89, 160–161, 176–177, 192–193, 201, 378–379, 578–579 Assessment Guide: 22, 23, 33, 36, 39, 51, 78, 79, 83, 87, 94, 98, 101, 103, 104, 105, 113, 116 Internet: Give Yourself a Hand; From Heel to Toe
<b>GEOMETRY</b>	
<b>I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.</b>	
<b>A. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.</b>	
1. Identify and describe attributes of polygons including triangles, quadrilaterals (rectangles, squares, other parallelograms, trapezoids), pentagons, hexagons, and octagons using appropriate vocabulary.	TE: 302–303, 304–305, 306–307, 448, 520 PE: 302–303, 304–305, 306–307 Assessment Guide: 11, 14, 52, 53, 54, 55, 56, 60, 61, 109, 118
2. Describe properties of circles using appropriate vocabulary (center, radius and diameter).	TE: 302–303 PE: 302–303 Assessment Guide: 53, 55, 56, 59, 60, 109

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3. Identify and describe attributes of three-dimensional shapes including prisms, pyramids, spheres, cones, and cylinders using appropriate vocabulary.	TE: 328–330, 349 PE: 328–330, 349 Assessment Guide: 52, 54, 55, 57, 60, 62, 109
<b>B. Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.</b>	
1. Classify three-dimensional shapes according to their attributes.	TE: 328–330, 331, 349 PE: 328–330, 331, 349 Assessment Guide: 52, 54, 55, 57, 60, 62, 109
<b>C. Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.</b>	
1. Combine two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.	<i>These pages give students the opportunity to combine shapes to form new shapes.</i> TE: 296, 312–314, 345 PE: 296, 312–314, 345 Assessment Guide: 53 Internet: Give Yourself a Hand
<b>D. Explore congruence and similarity.</b>	
1. Compare two-dimensional shapes to determine if they exactly match (congruency).	TE: 312–314 PE: 312–314 Assessment Guide: 53, 56, 60, 61, 109, 118 Internet: Give Yourself a Hand
<b>E. Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.</b>	
1. Make and test conjectures about geometric properties and relationships, and explain their conclusions using models.	TE: 302–303, 304–305, 306–307, 312–314, 315, 316–317 PE: 302–303, 304–305, 306–307, 312–314, 315, 316–317 Assessment Guide: 53, 56, 60, 61, 109, 118 Internet: Give Yourself a Hand
<b>II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.</b>	
<b>A. Describe location and movement using common language and geometric vocabulary.</b>	
1. Give instructions (direction, distance, turns) for moving from one location to another.	TE: 452–453 PE: 452–453 Assessment Guide: ordered pairs: 82, 86, 114, 119 Internet: Hop, Hop, Hopping Along
<b>B. Make and use coordinate systems to specify locations and to describe paths.</b>	
1. Specify locations on maps and grids using direction and distance.	TE: 452–453, 471, 475 PE: 452–453, 471, 475 Assessment Guide: 82, 86, 114, 119
2. Locate points corresponding to given whole numbers on a number line.	TE: 8–9, 20, 24, 73, 110, 126, 134, 218, 220, 222, 230, 236, 359, 360–362, 374, 402, 408, 416 PE: 8–9, 20, 24, 73, 110, 126, 134, 218, 220, 222, 230, 236, 359, 360–362, 374, 402, 408, 416 Internet: From Heel to Toe; Hop, Hop, Hopping Along

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<b>B. Describe a motion or a series of motions that will show that two shapes are congruent.</b>	
1. Use slides, flips, and turns informally with models to determine whether or not two shapes are congruent.	TE: 301, 312–314, 315 PE: 301, 312–314, 315 Assessment Guide: 53, 56, 60, 61, 109
<b>C. Identify and describe line and rotational symmetry in two- and three-dimensional shapes and designs.</b>	
1. Identify and describe line symmetry of two-dimensional shapes.	TE: 316–317 PE: 316–317 Assessment Guide: 53, 56, 61, 109
<b>IV. Use visualization, spatial reasoning, and geometric modeling to solve problems.</b>	
<b>A. Build and draw geometric objects.</b>	
1. Create representations of points, lines (intersecting, perpendicular, and parallel), line segments (including intersecting and parallel), rays, and angles in a plane.	TE: 298–300 PE: 298–300 Assessment Guide: 52, 55, 59
2. Build and draw two-dimensional geometric objects.	TE: 300, 303, 305, 306, 314, 316, 317, 320–321, 322–323 PE: 300, 303, 305, 314, 317, 320–321, 322–323 Internet: Give Yourself a Hand
<b>B. Create and describe mental images of objects, patterns, and paths.</b>	
1. Identify two-dimensional shapes given a verbal description.	TE: 302–303, 304–305, 306–307, 308 PE: 302–303, 304–305, 306–307 Assessment Guide: 53, 54
2. Describe the path that results from following specific directions in moving from one location to another.	TE: 452–453 PE: 452–453 Assessment Guide: <i>These pages give students the opportunity to graph ordered pairs:</i> 82, 86, 114, 119
<b>C. Identify and build a three-dimensional object from two-dimensional representations of that object.</b>	
1. Identify and build a cube from its two-dimensional representation (net).	TE: 349 PE: 349 Assessment Guide: <i>These pages give students the opportunity to identify three dimensional objects:</i> 52, 54, 55, 57, 60, 62, 109
<b>D. Identify and build a two-dimensional representation of a three-dimensional object.</b>	
1. Identify and build a two-dimensional representation (net) of a cube.	TE: 349 PE: 349 Assessment Guide: <i>These pages give students the opportunity to identify three dimensional objects:</i> 52, 54, 55, 57, 60, 62, 109
<b>MEASUREMENT</b>	
<b>I. Understand measurable attributes of objects and the units, systems, and processes of measurement.</b>	
<b>A. Understand such attributes as length, area, weight, volume, and size of angle and select the appropriate type of unit for measuring each attribute.</b>	

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1. Use a variety of objects to measure length (e.g., width, height, perimeter), volume, weight (mass), area (e.g., cubes, grid, paper, string, squares).	TE: 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 PE: 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 Assessment Guide: 6, 31, 32, 33, 34, 35, 36, 37, 38, 39, 106 Internet: Give Yourself a Hand; From Heel to Toe, Hop, Hop, Hopping Along
2. Compare the size of a given angle with a right angle (greater than, less than, or equal to) and classify as obtuse, acute, or right.	TE: 298–300, 306–307, 344 PE: 298–300, 306–307, 344 Assessment Guide: 52
3. Develop strategies and determine perimeters of polygons.	TE: 296, 318–319, 341 PE: 296, 318–319, 341 Assessment Guide: 54, 56, 110
4. Select appropriate units of measurement and explain the basis for the selection — length, weight (mass), and time.	TE: 68–69, 70–72, 74–75, 78–79, 83, 93, 160–167, 168–171, 172–174, 182–185, 186–187, 190–191, 194–195, 274, 332–335 PE: 68–69, 70–72, 74–75, 78–79, 83, 93, 160–167, 168–171, 172–174, 182–185, 186–187, 190–191, 194–195, 332–335 Assessment Guide: 6, 7, 31, 32, 33, 34, 35, 36, 37, 38, 39, 54, 56, 61, 106, 108, 110 Internet: Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>B. Understand the need for measuring with standard units and become familiar with standard units in the customary and metric systems.</b>	
1. Explain the need for measuring with standard units.	TE: 160–161, 172, 182, 184, 186, 190 PE: 160–161, 172, 182, 184, 186, 190 Assessment Guide: 6, 7, 31, 32, 33, 34, 35, 36, 37, 38, 39, 54, 56, 61, 106, 108, 110 Internet: Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
2. Use metric and U.S. customary units to measure length (inches, feet, yards, centimeters, and meters), liquid volume (cups, pints, quarts, gallons, and liters), temperature (degrees Fahrenheit, degrees Celsius), and weight/mass (ounces, pounds, grams, and kilograms).	TE: 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 PE: 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 Assessment Guide: 6, 7, 31, 32, 33, 34, 35, 36, 37, 38, 39, 54, 56, 57, 61, 62, 106, 108, 110 Internet: Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>II. Apply appropriate techniques, tools, and formulas to determine measurements.</b>	
<b>B. Select and apply appropriate standard units and tools to measure length, area, volume, weight, time, temperature, and the size of angles.</b>	

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1. Determine an appropriate measurement unit to measure time, length, weight, and volume (e.g., student chooses centimeters instead of meters to measure a pencil).	TE: 68–69, 70–72, 74–75, 78–79, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 194–195 PE: 68–69, 70–72, 74–75, 78–79, 160–161, 162–163, 164–165, 166–167, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 194–195 Assessment Guide: 6, 7, 31, 32, 33, 34, 35, 36, 37, 38, 39, 54, 56, 57, 61, 62, 106, 108, 110 Internet: Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
2. Select and use an appropriate tool to measure time (minutes or larger), length (centimeters, meters, inches, feet, yards), mass/weight (grams, kilograms, ounces, pounds), and liquid volume (cups and fractional parts, liters and fractional parts).	TE: 68–69, 70–72, 74–75, 78–79, 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 PE: 68–69, 70–72, 74–75, 78–79, 160–161, 162–163, 168–169, 170–171, 172–174, 182–183, 184–185, 186–187, 190–191, 296, 318–319, 320–321 Assessment Guide: 6, 31, 32, 33, 34, 35, 36, 37, 38, 39, 106 Internet: Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
3. Read temperature to the nearest degree from a Celsius thermometer and from a Fahrenheit thermometer.	TE: 176–177, 192–193 PE: 176–177, 192–193 Assessment Guide: 32, 33, 36, 39
4. Estimate the conversion of Celsius and Fahrenheit units relative to familiar situations (water freezes at 0°C and 32°F, water boils at 100°C and 212°F, and normal body temperature is about 37°C and 98.6°F).	TE: 176–177, 192–193 PE: 176–177, 192–193
<b>C. Select and use benchmarks to estimate measurements.</b>	
1. Develop a sense for measurement by using appropriate benchmarks (e.g., the distance from the elbow to the index finger is about a foot, a paper clip is about a gram).	TE: 172, 182, 184, 186, 190 PE: 172, 182, 184, 186, 190 Assessment Guide: 6, 31
<b>D. Develop, understand, and use formulas to find the area of rectangles and related triangles and parallelograms.</b>	
1. Use concrete and graphic models to find areas of common two-dimensional shapes.	TE: 296, 320–321, 322–323, 342 PE: 296, 320–321, 322–323, 342 Assessment Guide: 54, 57, 62, 110 Internet: Give Yourself a Hand
<b>DATA ANALYSIS AND PROBABILITY</b>	
<b>I. Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.</b>	
<b>A. Design investigations to address a question and consider how data-collection methods affect the nature of the data set.</b>	
1. Write questions about objects and events that can	TE: 438–439, 442–443, 445, 446–447, 454–455

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be investigated by collecting data.	PE: 438–439, 442–443, 445, 446–447, 454–455 Internet: This is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>B. Collect data using observations, surveys, and experiments.</b>	
1. Collect data using observations.	TE: 438–439, 442–443, 445, 446–447, 454–455 PE: 438–439, 442–443, 445, 446–447, 454–455 Assessment Guide: 83, 87 Internet: This is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>C. Represent data using tables and graphs such as line plots, bar graphs, and line graphs.</b>	
1. Construct line (dot) plots for data sets.	TE: 440, 462 PE: 440, 462 Assessment Guide: 81
2. Read and interpret information from tables, pictographs, bar graphs, and line (dot) plots.	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, 446–447, 450, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565 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, 446–447, 450, 460, 461, 464, 465, 470, 471, 472, 474, 475, 477, 479, 495, 515, 524, 525, 550, 557, 559, 565 Assessment Guide: 7, 11, 14, 43, 46, 78, 79, 81, 82, 83, 84, 85, 87, 105, 108, 113, 116 Internet: This is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>D. Recognize the differences in representing categorical and numerical data.</b>	
1. Define and give examples of categorical data.	TE: 443, 451, 458, 462, 465, 466–467 PE: 443, 451, 458, 462, 465, 466–467 Assessment Guide: 82, 86 Internet: This is the Sport for Me!
<b>II. Select and use appropriate statistical methods to analyze data.</b>	
<b>A. Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed.</b>	
1. Describe the shape of a line (dot) plot or bar graph of a numerical data set (i.e., where the data are concentrated, values for which there are no data, the range, data points with unusual values).	TE: 440–441, 446–447, 448–450 PE: 440–441, 446–447, 448–450 Assessment Guide: 81, 83, 85, 87 Internet: This is the Sport for Me!; Give Yourself a

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	Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>B. Use measures of center, focusing on the median, and understand what each does and does not indicate about the data set.</b>	
1. Find the median and mode of a data set and explain what each indicates about the data set.	TE: 440–441, 447, 450 PE: 440–441, 447, 450 Assessment Guide: 84, 86 Internet: This is the Sport for Me!; From Heel to Toe
<b>C. Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.</b>	
1. Compare the tabular, line (dot) plot, and bar graph representations of a given data set and explain the benefits of each.	TE: 81, 82, 85 PE: 81, 82, 85 Assessment Guide: 79, 82, 85
<b>III. Develop and evaluate inferences and predictions that are based on data.</b>	
<b>A. Propose and justify conclusions and predictions that are based on data and design studies to further investigate the conclusions or predictions.</b>	
1. Use line (dot) plots and bar graphs to make conjectures about populations based on data sets.	TE: 23, 36–37, 43, 45, 47, 118, 130, 174, 330, 375, 436–437, 441, 445, 446–447, 450, 461, 464, 470, 471, 472, 474, 475, 479, 515 PE: 23, 36–37, 43, 45, 47, 118, 130, 174, 330, 375, 436–437, 441, 445, 446–447, 450, 461, 464, 470, 471, 472, 474, 475, 479, 515 Assessment Guide: 81, 82, 84, 86, 87, 113 Internet: This is the Sport for Me!; Give Yourself a Hand; From Heel to Toe; Hop, Hop, Hopping Along
<b>IV. Understand and apply basic concepts of probability.</b>	
<b>A. Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely, and impossible.</b>	
1. Identify common events as likely, unlikely, certain, or impossible.	TE: 458–459, 460–462, 463, 464–465 PE: 458–459, 460–462, 463, 464–465 Assessment Guide: 80, 83, 87, 119
<b>B. Predict the probability of outcomes of simple experiments and test the predictions.</b>	
1. Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.	TE: 460–462, 463, 464–465, 465–468 PE: 460–462, 463, 464–465, 465–468 Assessment Guide: 80, 83, 87, 119