

CORRELATIONS WITH OKLAHOMA ACADEMIC STANDARDS

2023 PK-12 Mathematics and Early Childhood (Comprehensive)

State Subject Codes are available at <https://sde.ok.gov/accreditation-standards-division>
(in the “Documents” section, select “Subject Codes”)

Oklahoma Academic Standards are available at <https://sde.ok.gov/oklahoma-academic-standards>

Subject and Oklahoma State Subject Code: Mathematics 2204

Title of Textbook / Instructional Material Program: i-Ready Classroom Mathematics
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Grade(s): 3

Oklahoma Academic Standard(s) Correlation

(Include each applicable Oklahoma Academic Standard, creating additional rows in the table as needed.)

Page Number(s) identifying the correlation location	Standard/Objective and Correlating Content
<i>Example: Pages 23-27</i>	<i>Example: PK.N.1.1 Count aloud forward in sequence by 1s to 20.</i>
Grade 4: Lesson 1: Overview: TG pp. 3a–3b Explore: pp. 5–8; Develop: pp. 9–12; Refine: pp. 13–14	3.N.1.1 Read, write, discuss, and represent whole numbers up to 100,000. Representations should include but are not limited to numerals, words, pictures, number lines, and manipulatives (e.g., $350 = 3$ hundreds, 5 tens $= 35$ tens $= 3$ hundreds, 4 tens, 10 ones). <i>This standard is met in Grade 4:</i> Lesson 1: Understand Place Value <i>Note: The lesson cited includes numbers up to 999,999.</i>
Grade 4: Lesson 1: Overview: TG pp. 3a–3b Explore: pp. 5–8; Develop: pp. 9–12; Refine: pp. 13–14	3.N.1.2 Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including written, standard, and expanded forms. <i>This standard is met in Grade 4:</i> Lesson 1: Understand Place Value <i>Note: The lesson cited includes numbers up to 999,999.</i>

<p><i>Grade 3:</i> Lesson 2: Overview: TG pp. 25a–25b Explore: pp. 27–30; Develop: pp. 31–42; Refine: pp. 43–46 Lesson 3: Overview: TG pp. 47a–47b Explore: pp. 49–52; Develop: pp. 53–70; Refine: pp. 71–74</p> <p><i>Grade 4:</i> Lesson 4: Overview: TG pp. 47a–47b Explore: pp. 49–52; Develop: pp. 53–64; Refine: pp. 65–68 Lesson 5: Overview: TG pp. 69a–69b Explore: pp. 71–74; Develop: pp. 75–86; Refine: pp. 87–90</p>	<p>3.N.1.3 Applying knowledge of place values, use mental strategies (no written computations) to find 100 more or 100 less than a given number, 1,000 more or 1,000 less than a given number, and 10,000 more or 10,000 less than a given number, up to a five-digit number.</p> <p><i>This standard is met through lessons across several texts.</i></p> <p><i>Grade 3:</i> Lesson 2: Add Three-Digit Numbers Lesson 3: Subtract Three-Digit Numbers</p> <p><i>Grade 4:</i> Lesson 4: Add Whole Numbers Lesson 5: Subtract Whole Numbers</p> <p><i>Note: In Grade 4, the lessons cited include adding and subtracting numbers up through 999,999.</i></p>
<p><i>Grade 4:</i> Lesson 2: Overview: TG pp. 15a–15b Explore: pp. 17–20; Develop: pp. 21–26; Refine: pp. 27–30</p>	<p>3.N.1.4 Use place value to compare and order whole numbers, up to 100,000, using comparative language, numbers, and symbols.</p> <p><i>This standard is met in Grade 4:</i> Lesson 2: Compare Whole Numbers</p>
<p><i>Grade 4:</i> Lesson 3: Overview: TG pp. 31a–31b Explore: pp. 33–36; Develop: pp. 37–42; Refine: pp. 43–46</p>	<p>3.N.1.5 Use place value understanding to round numbers to the nearest thousand, ten-thousand and hundred thousand.</p> <p><i>This standard is met in Grade 4:</i> Lesson 3: Round Whole Numbers</p>
<p><i>Grade 3:</i> Lesson 4: Overview: TG pp. 91a–91b Explore: pp. 93–96; Develop: pp. 97–100; Refine: pp. 101–102</p>	<p>3.N.2.1 Represent multiplication facts by modeling a variety of approaches (e.g., manipulatives, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, skip counting).</p> <p>Lesson 4: Understand the Meaning of Multiplication</p>

<p><i>Grade 3:</i> Lesson 5: Overview: TG pp. 103a–103b Explore: pp. 105–108; Develop: pp. 109–120; Refine: pp. 121–124 Lesson 6: Overview: TG pp. 125a–125b Explore: pp. 127–130; Develop: pp. 131–148; Refine: pp. 149–152 Lesson 7: Overview: TG pp. 153a–153b Explore: pp. 155–158; Develop: pp. 159–176; Refine: pp. 177–180 Lesson 12: Overview: TG pp. 249a–249b Explore: pp. 251–254; Develop: pp. 255–266; Refine: pp. 267–270</p>	<p>3.N.2.2 Demonstrate fluency with multiplication facts using factors up to 10.</p> <p>Lesson 5: Multiply with 0, 1, 2, 5, and 10 Lesson 6: Multiply with 3, 4, and 6 Lesson 7: Multiply with 7, 8, and 9 Lesson 12: Multiplication and Division Facts</p>
<p><i>Grade 3:</i> Lesson 2: Overview: TG pp. 25a–25b Explore: pp. 27–30; Develop: pp. 31–42; Refine: pp. 43–46 Lesson 3: Overview: TG pp. 47a–47b Explore: pp. 49–52; Develop: pp. 53–70; Refine: pp. 71–74</p> <p><i>Grade 4:</i> Lesson 4: Overview: TG pp. 47a–47b Explore: pp. 49–52; Develop: pp. 53–64; Refine: pp. 65–68 Lesson 5: Overview: TG pp. 69a–69b Explore: pp. 71–74; Develop: pp. 75–86; Refine: pp. 87–90</p>	<p>3.N.2.3 Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers (answer not to exceed 100,000).</p> <p><i>Prerequisite skills for this standard, such as adding and subtracting up to three-digit numbers, are in Grade 3:</i> Lesson 2: Add-Three-Digit Numbers Lesson 3: Subtract Three-Digit Numbers</p> <p><i>This standard is met in Grade 4:</i> Lesson 4: Add Whole Numbers Lesson 5: Subtract Whole Numbers</p> <p><i>Note: The lessons cited in Grade 4 include adding and subtracting numbers up through 999,999.</i></p>
<p><i>Grade 4:</i> Lesson 3: Overview: TG pp. 31a–31b Explore: pp. 33–36; Develop: pp. 37–42; Refine: pp. 43–46</p>	<p>3.N.2.4 Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.</p> <p><i>This standard is met in Grade 4:</i> Lesson 3: Round Whole Numbers</p>

<p><i>Grade 3:</i> Lesson 2: Overview: TG pp. 25a–25b Explore: pp. 27–30; Develop: pp. 31–42; Refine: pp. 43–46 Lesson 3: Overview: TG pp. 47a–47b Explore: pp. 49–52; Develop: pp. 53–70; Refine: pp. 71–74 Lesson 18: Overview: TG pp. 385a–385b Explore: pp. 387–390; Develop: pp. 391–408; Refine: pp. 409–412</p>	<p>3.N.2.5 Use addition and subtraction to solve problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction and the context of the problem to assess the reasonableness of results.</p> <p>Lesson 2: Add Three-Digit Numbers Lesson 3: Subtract Three-Digit Numbers Lesson 18: Solve Two-Step Word Problems Using the Four Operations</p>
<p><i>Grade 3:</i> Lesson 10: Overview: TG pp. 225a–225b Explore: pp. 227–230; Develop: pp. 231–234; Refine: pp. 235–236 Lesson 11: Overview: TG pp. 237a–237b Explore: pp. 239–242; Develop: pp. 243–246; Refine: pp. 247–248</p>	<p>3.N.2.6 Represent division facts and divisibility by modeling a variety of approaches (e.g., repeated subtraction, equal sharing, forming equal groups) to show the relationship between multiplication and division.</p> <p>Lesson 10: Understand the Meaning of Division Lesson 11: Understand How Multiplication and Division Are Connected</p>
<p><i>Grade 3:</i> Lesson 12: Overview: TG pp. 249a–249b Explore: pp. 251–254; Develop: pp. 255–266; Refine: pp. 267–270 Lesson 17: Overview: TG pp. 357a–357b Explore: pp. 359–362; Develop: pp. 363–380; Refine: pp. 381–384</p>	<p>3.N.2.7 Apply the relationship between multiplication and division to represent and solve problems.</p> <p>Lesson 12: Multiplication and Division Facts Lesson 17: Solve One-Step Word Problems Using Multiplication and Division</p>
<p><i>Grade 3:</i> Lesson 9: Overview: TG pp. 209a–209b Explore: pp. 211–214; Develop: pp. 215–220; Refine: pp. 221–224</p>	<p>3.N.2.8 Use various strategies (e.g., base ten blocks, area models, arrays, repeated addition, algorithms) based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.</p> <p>Lesson 9: Use Place Value to Multiply</p> <p><i>Note: The lesson cited includes multiplying one-digit numbers by multiples of 10.</i></p>

<p><i>Grade 3:</i> Lesson 20: Overview: TG pp. 457a–457b Explore: pp. 459–462; Develop: pp. 463–466; Refine: pp. 467–468</p>	<p>3.N.3.1 Read and write fractions with words and symbols using appropriate terminology (i.e., numerator and denominator).</p> <p>Lesson 20: Understand What a Fraction Is</p>
<p><i>Grade 3:</i> Lesson 20: Overview: TG pp. 457a–457b Explore: pp. 459–462; Develop: pp. 463–466; Refine: pp. 467–468 Lesson 21: Overview: TG pp. 469a–469b Explore: pp. 471–474; Develop: pp. 475–478; Refine: pp. 479–480 Lesson 26: Overview: TG pp. 549a–549b Explore: pp. 551–554; Develop: pp. 555–566; Refine: pp. 567–570</p>	<p>3.N.3.2 Model fractions using length, set, and area for halves, thirds, fourths, sixths, and eighths.</p> <p>Lesson 20: Understand What a Fraction Is Lesson 21: Understand Fractions on a Number Line Lesson 26: Measure Length and Plot Data on Line Plots</p>
<p><i>Grade 3:</i> Lesson 33: Overview: TG pp. 737a–737b Explore: pp. 739–742; Develop: pp. 743–748; Refine: pp. 749–752</p>	<p>3.N.3.3 Apply understanding of unit fractions and use this understanding to compose and decompose fractions related to the same whole.</p> <p>Lesson 33: Partition Shapes into Parts with Equal Areas</p>
<p><i>Grade 3:</i> Lesson 21: Overview: TG pp. 469a–469b Explore: pp. 471–474; Develop: pp. 475–478; Refine: pp. 479–480</p>	<p>3.N.3.4 Use models and number lines to order and compare fractions that are related to the same whole.</p> <p>Lesson 21: Understand Fractions on a Number Line</p>
<p><i>Grade 2:</i> Lesson 10: Overview: TG pp. 253a–253b Explore: pp. 255–258; Develop: pp. 259–276; Refine: pp. 277–282</p>	<p>3.N.4.1 Use addition and subtraction to determine the value of a collection of coins up to one dollar using the cent symbol and in monetary transactions.</p> <p><i>This standard is met in Grade 2:</i> Lesson 10: Solve Word Problems Involving Money</p>
<p><i>Grade 2:</i> Lesson 10: Overview: TG pp. 253a–253b Explore: pp. 255–258; Develop: pp. 259–276; Refine: pp. 277–282</p>	<p>3.N.4.2 Add and subtract a collection of bills up to twenty dollars using whole dollars in monetary transactions.</p> <p><i>This standard is met in Grade 2:</i> Lesson 10: Solve Word Problems Involving Money</p>

<p><i>Grade 3:</i> Lesson 13: Overview: TG pp. 271a–271b Explore: pp. 273–276; Develop: pp. 277–280; Refine: pp. 281–282</p>	<p>3.A.1.1 Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.</p> <p>Lesson 13: Understand Patterns</p>
<p><i>Grade 3:</i> Lesson 13: Overview: TG pp. 271a–271b Explore: pp. 273–276; Develop: pp. 277–280; Refine: pp. 281–282</p>	<p>3.A.1.2 Describe the rule (limited to a single operation) for a pattern from an input/output table or function machine involving addition, subtraction, or multiplication.</p> <p>Lesson 13: Understand Patterns</p>
<p><i>Grade 4:</i> Lesson 9: Overview: TG pp. 169a–169b Explore: pp. 171–174; Develop: pp. 175–186; Refine: pp. 187–190</p>	<p>3.A.1.3 Explore and develop visual representations of increasing and decreasing geometric patterns and construct the next steps.</p> <p><i>This standard is met in Grade 4:</i> Lesson 9: Number and Shape Patterns</p>
<p><i>Grade 2:</i> Lesson 3: Overview: TG pp. 51a–51b Explore: pp. 53–56; Develop: pp. 57–68; Refine: pp. 69–74 Lesson 9: Overview: TG pp. 223a–223b Explore: pp. 225–228; Develop: pp. 229–246; Refine: pp. 247–252</p> <p><i>Grade 3:</i> Lesson 5: Overview: TG pp. 103a–103b Explore: pp. 105–108; Develop: pp. 109–120; Refine: pp. 121–124 Lesson 6: Overview: TG pp. 125a–125b Explore: pp. 127–130; Develop: pp. 131–148; Refine: pp. 149–152 Lesson 7: Overview: TG pp. 153a–153b Explore: pp. 155–158; Develop: pp. 159–176; Refine: pp. 177–180 Lesson 17: Overview: TG pp. 357a–357b Explore: pp. 359–362; Develop: pp. 363–380; Refine: pp. 381–384</p>	<p>3.A.2.1 Use number sense with the properties of addition, subtraction, and multiplication, to find unknowns (represented by symbols) in one-step equations. Generate real-world situations to represent number sentences.</p> <p><i>This standard builds upon content in Grade 2:</i> Lesson 3: Solve One-Step Word Problems Lesson 9: Solve Word Problems with Two-Digit Numbers</p> <p><i>This standard is met in Grade 3:</i> Lesson 5: Multiply with 0, 1, 2, 5, and 10 Lesson 6: Multiply with 3, 4, and 6 Lesson 7: Multiply with 7, 8, and 9 Lesson 17: Solve One-Step Word Problems Using Multiplication and Division</p>

<p><i>Grade 3:</i> Lesson 5: Overview: TG pp. 103a–103b Explore: pp. 105–108; Develop: pp. 109–120; Refine: pp. 121–124 Lesson 6: Overview: TG pp. 125a–125b Explore: pp. 127–130; Develop: pp. 131–148; Refine: pp. 149–152 Lesson 7: Overview: TG pp. 153a–153b Explore: pp. 155–158; Develop: pp. 159–176; Refine: pp. 177–180 Lesson 8: Overview: TG pp. 181a–181b Explore: pp. 183–186; Develop: pp. 187–204; Refine: pp. 205–208</p>	<p>3.A.2.2 Identify, represent, and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.</p> <p>Lesson 5: Multiply with 0, 1, 2, 5, and 10 Lesson 6: Multiply with 3, 4, and 6 Lesson 7: Multiply with 7, 8, and 9 Lesson 8: Use Order and Grouping to Multiply</p>
<p><i>Grade 1:</i> Lesson 22: Overview: TG pp. 557a–557d Explore: pp. 559–560; Develop: pp. 561–572; Refine: pp. 573–580</p> <p><i>Grade 5:</i> Lesson 1: Overview: TG pp. 3a–3b Explore: pp. 5–8; Develop: pp. 9–12; Refine: pp. 13–14</p>	<p>3.GM 1.1 Sort three-dimensional shapes based on attributes.</p> <p><i>This standard is met in Grade 1:</i> Lesson 22: Shapes</p> <p><i>Students understand volume as an attribute of three-dimensional figures in Grade 5:</i> Lesson 1: Understand Volume</p>
<p><i>Grade 5:</i> Lesson 1: Overview: TG pp. 3a–3b Explore: pp. 5–8; Develop: pp. 9–12; Refine: pp. 13–14</p>	<p>3.GM.1.2 Build a three-dimensional figure using unit cubes when shown a picture of a three-dimensional shape.</p> <p><i>This standard is met in Grade 5:</i> Lesson 1: Understand Volume</p>
<p><i>Grade 3:</i> Lesson 30: Overview: TG pp. 675a–675b Explore: pp. 677–680; Develop: pp. 681–684; Refine: pp. 685–686 Lesson 31: Overview: TG pp. 687a–687b Explore: pp. 689–692; Develop: pp. 693–704; Refine: pp. 705–708</p> <p><i>Grade 4:</i> Lesson 30: Overview: TG pp. 643a–643b Explore: pp. 645–648; Develop: pp. 649–666; Refine: pp. 667–670</p>	<p>3.GM.1.3 Classify angles within a polygon as acute, right, obtuse, and straight.</p> <p><i>This standard is met through lessons across several texts.</i></p> <p><i>Grade 3:</i> Lesson 30: Understand Categories of Shapes Lesson 31: Classify Quadrilaterals</p> <p><i>Grade 4:</i> Lesson 30: Points, Lines, Rays, and Angles</p>
<p><i>Grade 3:</i> Lesson 32: Overview: TG pp. 709a–709b Explore: pp. 711–714; Develop: pp. 715–732; Refine: pp. 733–736</p>	<p>3.GM.2.1 Find the perimeter of a polygon, given whole number lengths of the sides, using a variety of models.</p> <p>Lesson 32: Area and Perimeter of Shapes</p>

<p><i>Grade 3:</i> Lesson 14: Overview: TG pp. 301a–301b Explore: pp. 303–306; Develop: pp. 307–310; Refine: pp. 311–312</p>	<p>3.GM.2.2 Analyze why length and width are multiplied to find the area of a rectangle by decomposing the rectangle into one unit by one unit squares and viewing these as rows and columns to determine the area.</p> <p>Lesson 14: Understand Area</p>
<p><i>Grade 5:</i> Lesson 1: Overview: TG pp. 3a–3b Explore: pp. 5–8; Develop: pp. 9–12; Refine: pp. 13–14 Lesson 2: Overview: TG pp. 15a–15b Explore: pp. 17–20; Develop: pp. 21–26; Refine: pp. 27–30</p>	<p>3.GM.2.3 Count cubes systematically to identify the number of cubes needed to pack the whole or half of a three-dimensional structure.</p> <p><i>This standard is met in Grade 5:</i> Lesson 1: Understand Volume Lesson 2: Find Volume Using Unit Cubes</p>
<p><i>Grade 3:</i> Lesson 14: Overview: TG pp. 301a–301b Explore: pp. 303–306; Develop: pp. 307–310; Refine: pp. 311–312</p>	<p>3.GM.2.4 Find the area of two-dimensional figures by counting the total number of same-size unit squares that fill the shape without gaps or overlaps.</p> <p>Lesson 14: Understand Area</p>
<p><i>Grade 2:</i> Lesson 20: Overview: TG pp. 507a–507b Explore: pp. 509–512; Develop: pp. 513–518; Refine: pp. 519–524 Lesson 21: Overview: TG pp. 525a–525b Explore: pp. 527–530; Develop: pp. 531–542; Refine: pp. 543–548</p>	<p>3.GM.2.5 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or whole meter.</p> <p><i>This standard is met in Grade 2:</i> Lesson 20: Measure in Inches and Centimeters Lesson 21: Measure in Feet and Meters</p>
<p><i>Grade 2:</i> Lesson 20: Overview: TG pp. 507a–507b Explore: pp. 509–512; Develop: pp. 513–518; Refine: pp. 519–524 Lesson 21: Overview: TG pp. 525a–525b Explore: pp. 527–530; Develop: pp. 531–542; Refine: pp. 543–548</p> <p><i>Grade 3:</i> Lesson 26: Overview: TG pp. 549a–549b Explore: pp. 551–554; Develop: pp. 555–566; Refine: pp. 567–570</p>	<p>3.GM.2.6 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.</p> <p><i>This standard is met in Grade 2:</i> Lesson 20: Measure in Inches and Centimeters Lesson 21: Measure in Feet and Meters</p> <p><i>It is extended in Grade 3:</i> Lesson 26: Measure Length and Plot Data on Line Plots</p>

<p><i>This standard is not addressed in i-Ready Classroom Mathematics.</i></p>	<p>3.GM.2.7 Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.</p> <p><i>This standard is not addressed in i-Ready Classroom Mathematics.</i></p>
<p>Grade 3: Lesson 27: Overview: TG pp. 587a–587b Explore: pp. 589–592; Develop: pp. 593–610; Refine: pp. 611–614</p> <p>Grade 2: Lesson 11: Overview: TG pp. 283a–283b Explore: pp. 285–288; Develop: pp. 289–294; Refine: pp. 295–300</p>	<p>3.GM.3.1 Read and write time to the nearest five-minute interval (analog and digital).</p> <p>Lesson 27: Time</p> <p><i>Note: The lesson cited extends to telling time to the nearest minute. For content limited to the nearest five-minute interval, see Grade 2, Lesson 11.</i></p>
<p>Grade 3: Lesson 27: Overview: TG pp. 587a–587b Explore: pp. 589–592; Develop: pp. 593–610; Refine: pp. 611–614</p>	<p>3.GM.3.2 Determine the solutions to problems involving addition and subtraction of time in intervals of five minutes, up to one hour, using pictorial models, number line diagrams, or other tools.</p> <p>Lesson 27: Time</p> <p><i>Note: The lesson cited includes telling time to the nearest minute.</i></p>
<p>Grade 3: Lesson 19: Overview: TG pp. 413a–413b Explore: pp. 415–418; Develop: pp. 419–436; Refine: pp. 437–440 Lesson 26: Overview: TG pp. 549a–549b Explore: pp. 551–554; Develop: pp. 555–566; Refine: pp. 567–570</p>	<p>3.D.1.1 Collect and organize a data set with multiple categories using a frequency table, line plot, pictograph, or bar graph with scaled intervals.</p> <p>Lesson 19: Scaled Graphs Lesson 26: Measure Length and Plot Data on Line Plots</p>
<p>Grade 3: Lesson 19: Overview: TG pp. 413a–413b Explore: pp. 415–418; Develop: pp. 419–436; Refine: pp. 437–440</p>	<p>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.</p> <p>Lesson 19: Scaled Graphs</p>