



Michigan 3rd Grade Standards / *Excel Math* Correlation

Standards / Objectives	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
STRAND 1 NUMBER and OPERATIONS		
Understand and use number notation and place value		
N.ME.03.01 Read and write numbers to 10,000 in both numerals and words, and relate them to the quantities they represent, e.g., relate numeral or written word to a display of dots or objects.	1, 3, 4, 7, 9, 12, 14, 19, 23, 27, 33, 43, 49, 79, 150	85, 125
N.ME.03.02 Identify the place value of a digit in a number, e.g., in 3,241, 2 is in the hundreds place. Recognize and use expanded notation for numbers using place value through 9,999, e.g., 2,517 is $2000 + 500 + 10 + 7$; 4 hundreds and 2 ones is 402.	1, 7, 12, 14, 19, 23, 34, 42, 43, 47, 64, 67, 73, 100, 102, 132, 133, 150	85, 125
N.ME.03.03 Compare and order numbers up to 10,000.	4, 13, 21, 53, 98, 99, 104	9, 16, 21, 28, 30, 35, 36, 48, 57, 65, 82, 91, 93, 116, 123, 138, 146
Count in steps, and understand even and odd numbers		
N.ME.03.04 Count orally by 6's, 7's, 8's, and 9's starting with 0, making the connection between repeated addition and multiplication.	49, 97, 113 By 1's, 2's, 3's, 5's, 10's: 2, 3, 6, 19, 22, 26, 37, 48, 111, 117, 155	25
N.ME.03.05 Know that even numbers end in 0, 2, 4, 6, or 8; name a whole number quantity that can be shared in two equal groups or grouped into pairs with no remainders; recognize even numbers as multiples of 2. Know that odd numbers end in 1, 3, 5, 7, or 9, and work with patterns involving even and odd numbers.	31, 46, 63, 117	35, 48, 57, 91
Add and subtract whole numbers		
N.FL.03.06 Add and subtract fluently two numbers through 999 with regrouping and through 9,999 without regrouping.	1, 2, 3, 6, 7, 8, 9, 11, 13, 14, 16, 17, 19, 22, 24, 26, 27, 28, 29, 31, 33, 34, 38, 39, 41, 42, 44, 45, 46, 47, 51, 52, 53, 58, 61, 64, 68, 69, 71, 75, 84, 92, 96, 122, 123, 136	1, 2, 6, 9, 11, 13, 16, 19, 21, 23, 24, 26, 28, 31, 33, 35, 36, 38, 39, 40, 44, 45, 48, 49, 54, 56, 57, 62, 63, 65, 68, 70, 73, 77, 79, 81, 83, 85, 89, 94, 95, 97, 101, 102, 103, 107, 109, 110, 114, 117, 121, 123, 124, 127, 128, 129, 134, 138, 141, 144, 146, 148, 154, 155
N.FL.03.07 Estimate the sum and difference of two numbers with three digits (sums up to 1,000), and judge reasonableness of estimates.	12, 29, 33, 34, 41, *42, 47, 51, *52, 64, 67, 85, 90, 114, 115, 122, 123, 131, 136	

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N.FL.03.08 Use mental strategies to fluently add and subtract two-digit numbers.	1, 7, 8, 14, 17, 19, 22, 23, 24, 26, 34, 37, 57, *60, 67, 71, 75, 85, 98, 118	9, 11, 12, 13, 22, 38, 40, 44, 48, 49, 54, 56, 57, 65, 68, 73, 79, 91, 117, 119, 124, 128, 144
Multiply and divide whole numbers		
N.MR.03.09 Use multiplication and division fact families to understand the inverse relationship of these two operations, e.g., because $3 \times 8 = 24$, we know that $24 \div 8 = 3$ or $24 \div 3 = 8$; express a multiplication statement as an equivalent division statement.	71, 83, 96, 103, 114, 117, 118, 122, 123, 142, 151, 153, 154 Add / Subtract: 17, 24, 45 Multiplication / Repeated Addition: 39, 46, 53, 61, 73, 91, 95, 97, 102, 131 Factors: 143 Prime Factors: 144	
N.MR.03.10 Recognize situations that can be solved using multiplication and division including finding “How many groups?” and “How many in a group?” and write mathematical statements to represent those situations.	68, 82, 83, 85, 87, 88, 101, 105, 111, 112, 114, 117, 118, 126, 127, 137, 151 Add / Subtraction: 11, 22, 32, 40, 83	5, 7, 12, 18, 22, 23, 25, 26, 34, 37, 38, 43, 45, 52, 54, 62, 69, 71, 96, 105, 106, 122, 130, 135, 137, 139, 143, 152
N.FL.03.11 Find products fluently up to 10×10 ; find related quotients using multiplication and division relationships.	39, 42, 44, 46, 47, 48, 49, 51, 52, 53, 56, 57, 58, 59, 64, 67, 68, 69, 71, 72, 73, 74, 76, 79, 81, 82, 83, 84, 89, 92, 94, 96, 97, 99, 104, 107, 108, 113, 118, 119, 124, 126, 127, 131, 136, 139, 142, 143, 144, 148, 151, 152, 153, 154	70, 73, 75, 83, 89, 94, 100, 101, 107, 110, 114, 119, 124, 129, 134, 141, 148, 154
N.MR.03.12 Find solutions to open sentences, such as $7 \times \square = 42$ or $12 \div \square = 4$, using the inverse relationship between multiplication and division.	76, 81, 83, 99, 107, 151 Pre-Algebra: 9, 21, 28, 36, 50, 80, 92, 99, 107, Number patterns: 80 Add / Subtract: 36, 57	70, 73, 75, 83, 89, 94, 100, 101, 107, 110, 114, 119, 124, 129, 134, 141, 148, 154 Add / Subtract: 1, 11, 19, 24, 31, 33, 39, 40, 44, 49, 56, 63, 68, 77, 85, 101, 102, 105, 107, 109, 110, 114, 124, 129 Pre-Algebra: 33, 95
N.FL.03.13 Mentally calculate simple products and quotients up to a three-digit number by a one-digit number involving multiples of 10, e.g., 500×6 , or $400 \div 8$.	61, 83, 100, 114, 151	70



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N.MR.03.14 Solve division problems involving remainders, viewing the remainder as the “number left over”; interpret based on problem context, e.g. when we have 25 children with 4 children per group then there are 6 groups with 1 child left over.	93, 94, 111 No Remainder: 58, 59, 71, 87, 88, 96, 101, 102, 103, 114, 117, 118, 132, 133, 134, 142, 143, 144, 151, 153, 154	135
Problem-solving with whole numbers		
N.MR.03.15 Given problems that use any one of the four operations with appropriate numbers, represent with objects, words (including “product” and “quotient”), and mathematical statements; solve.	11, 22, 26, 31, 32, 40, 58, 59, 65, 68, 75, 83, 84, 85, 87, 88, 101, 105, 111, 114, 122, 123, 126, 127, 151, 152 Deductive Reasoning: 15, 25, 65, 110 Order of Operations: 28	5, 7, 10, 12, 18, 22, 23, 25, 26, 34, 37, 38, 43, 45, 52, 62, 65, 69, 71, 81, 95, 96, 97, 100, 102, 103, 105, 106, 109, 112, 117, 121, 122, 127, 128, 130, 135, 137, 139, 140, 152, 155 Activity 5, 9
Understand simple fractions, relation to the whole, and addition and subtraction of fractions		
N.ME.03.16 Understand that fractions may represent a portion of a whole unit that has been partitioned into parts of equal area or length; use the terms “numerator” and “denominator.”	31, 54, 58, 62, 66, 82, 109, 137, 140, 147, 148, 149 Ratios: 126, 127	Activity 3, 8
N.ME.03.17 Recognize, name, and use equivalent fractions with denominators 2, 4, and 8, using strips as area models.	54, 66, 140, 148, 149	Fractions / Percents: Activity 8
N.ME.03.18 Place fractions with denominators of 2, 4, and 8 on the number line; relate the number line to a ruler; compare and order up to three fractions with denominators 2, 4, and 8.	*54, *66, 108, *140, *147, *148	Activity *8
N.ME.03.19 Understand that any fraction can be written as a sum of unit fractions, e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$.	*66, *82, 109, *137, 140, 148, 149	Activity 3, *8
N.MR.03.20 Recognize that addition and subtraction of fractions with equal denominators can be modeled by joining or taking away segments on the number line.	109, 140, *149	Activity *8
Understand simple decimal fractions in relation to money		
N.ME.03.21 Understand and relate decimal fractions to fractional parts of a dollar, e.g., $\frac{1}{2}$ dollar = \$0.50; $\frac{1}{4}$ dollar = \$0.25.	*16, *22, *33, *44, *51, *75, *82, 114, *146, 149	*55, *71, *92, *105, *130, *137, *152



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STRAND 3 MEASUREMENT		
Measure and use units for length, weight, temperature and time		
M.UN.03.01 Know and use common units of measurements in length, weight, and time.	10, 32, 50, 56, 62, 63, 65, 74, 83, 86, 108, 121, 122, 125	29, 38, 61, 64, 88, 102, 109, 117, 121, 127, 128, 140, 145, 150, 155
M.UN.03.02 Measure in mixed units within the same measurement system for length, weight, and time: feet and inches, meters and centimeters, kilograms and grams, pounds and ounces, liters and milliliters, hours and minutes, minutes and seconds, years and months.	18, 26, 27, 32, 50, 56, 62, 65, 78, 83, 84, 86, 89, 108, 121	12, 22, 29, 38, 54, 61, 64, 88, 102, 109, 117, 121, 127, 128, 140, 142, 145, 150, 155
M.UN.03.03 Understand relationships between sizes of standard units, e.g., feet and inches, meters and centimeters.	32, 50, 56, 62, 74, 83, 86, 108, 116, 121, 125, 129	
M.UN.03.04 Know benchmark temperatures such as freezing (32°F, 0°C); boiling (212°F, 100°C); and compare temperatures to these, e.g., cooler, warmer.	*32	
Understand meaning of area and perimeter and apply in problems		
M.UN.03.05 Know the definition of area and perimeter and calculate the perimeter of a square and rectangle given whole number side lengths.	72, 86, 116, 124	145, 150 Activity 7
M.UN.03.06 Use square units in calculating area by covering the region and counting the number of square units.	72 Volume: 135, 145	90, 132 Activity 3
M.UN.03.07 Distinguish between units of length and area and choose a unit appropriate in the context.	*72, 86, 116, 124	145, 150 Activity 7
M.UN.03.08 Visualize and describe the relative sizes of one square inch and one square centimeter.	*72	Activity *3
Estimate perimeter and area		
M.TE.03.09 Estimate the perimeter of a square and rectangle in inches and centimeters; estimate the area of a square and rectangle in square inches and square centimeters.	86, 116	*145, *150 Activity 3, 7

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Solve measurement problems		
M.PS.03.10 Add and subtract lengths, weights, and times using mixed units within the same measurement system.	32, 65, 74, 86, 121	64, 102, 109, 117, 121, 127, 128, 140, 142, 145, 150, 155
M.PS.03.11 Add and subtract money in dollars and cents.	16, 33, 44, 51, 75, 114, 146	10, 55, 71, 92, 105, 112, 122, 130, 137, 139, 152
M.PS.03.12 Solve applied problems involving money, length, and time.	10, 16, 22, 26, 27, 32, 75, 84, 89, 112, 114, 121, 146, 151, 152	3, 8, 10, 12, 14, 22, 32, 38, 45, 54, 55, 61, 64, 71, 88, 92, 105, 112, 122, 130, 137, 139, 142, 152 Capacity: 29
M.PS.03.13 Solve contextual problems about perimeters of rectangles and areas of rectangular regions.	*72, *86, *116, *124	145, 150 Activity 3, 7
STRAND 4 GEOMETRY		
Recognize the basic elements of geometric objects		
G.GS.03.01 Identify points, line segments, lines, and distance.	10, 128, 129, 138	50, 58, 76, 87, 104, 111, 115, 136, 147
G.GS.03.02 Identify perpendicular lines and parallel lines in familiar shapes and in the classroom.	*10, 128, 129	4
G.GS.03.03 Identify parallel faces of rectangular prisms in familiar shapes and in the classroom.	*69, 86	Activity *7
Name and explore properties of shapes		
G.GS.03.04 Identify, describe, compare, and classify two-dimensional shapes, e.g., parallelogram, trapezoid, circle, rectangle, square, and rhombus, based on their component parts (angles, sides, vertices, line segment) and on the number of sides and vertices.	8, 41, 77, 106, 119, 129, 139 Pattern of Shapes: 77, 130	4, 17, 41, 46, 50, 58, 60, 72, 76, 86, 87, 104, 111, 115, 126, 136, 147, 151 Pattern of Shapes: 78 Activity 2
G.SR.03.05 Compose and decompose triangles and rectangles to form other familiar two-dimensional shapes, e.g., form a rectangle using two congruent right triangles, or decompose a parallelogram into a rectangle and two right triangles.	Symmetry: 55 Flips, Slides, Turns: 120	4, 17, 41, 46, 50, 58, 60, 72, 76, 78, 86, 87, 104, 111, 115, 126, 136, 147, 151 Activity 2

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Explore and name three-dimensional solids		
G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).	69, 141	90, 132 Activity 7, 12
G.SR.03.07 Represent front, top, and side views of solids built with cubes.	*141	90, 132, 145, 150 Activity 7, 12
STRAND 5 DATA and PROBABILITY		
Use bar graphs		
D.RE.03.01 Read and interpret bar graphs in both horizontal and vertical forms.	20, 35 Charts: 80, 126	Chart: 23, 97, 143 Activity 10
D.RE.03.02 Read scales on the axes and identify the maximum, minimum, and range of values in a bar graph.	20, 35 Charts: 80, 126	Chart: 23, 97 Activity 10 Coordinate Points: Activity 4
D.RE.03.03 Solve problems using information in bar graphs, including comparison of bar graphs.	20, 35 Charts: 80, 126 Probability: 5 Combinations: 30 Order of Events: 70	Chart: 23, 97, 143 Activity 10 Deductive Reasoning: 20, 27, 32, 42, 47, 541, 53, 59, 66, 67, 74, 80, 84, 88, 98, 99, 103, 108, 113, 118, 120, 131, 133, 143, 148, 153, Activity 1, 2, 6, 11

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