

Texas Essential Knowledge and Skills	Excel Math Lesson Numbers	Stretch Lesson Numbers Activity Numbers
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NUMBER, OPERATION, QUANTITATIVE REASONING		
(3.1) Number, operation, and quantitative reasoning. The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.		
(A) Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999;	1, 3, 4, 7, 9, 12, 13, 19, 23, 27, 29, 34, 38, 42, 43, 47, 49, 61, 64, 67, 73, 79, 100, 101, 102, 103, 114, 131, 132, 133, 150	
(B) Use place value to compare and order whole numbers through 9,999; and	4, 6, 13, 21, 31, 38, 46, 53, 98, 99, 104, 123	9, 30, 35, 48, 57, 65, 82, 91, 93, 116
(C) Determine the value of a collection of coins and bills.	16, 22, 33, 44, *51, *75, 82, 114, *126, *127, 134, 146, 149	55, 71, 92, 105, 112, 122, 130, 137, 139, 152
(3.2) Number, operation, and quantitative reasoning. The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.		
(A) Construct concrete models of fractions;	31, *54, *66, 109, 137, 140, 147, 148, 149	Activity 3 Percent: Activity 8
(B) Compare fractional parts of whole objects or sets of objects in a problem situation using concrete models; (B) compare fractional parts of whole objects or sets of objects in a problem situation using concrete models;	31, 66, 109, 137, 140, 147, 148, 149 Add / Subtract: 140	Activity 3 Percent: Activity 8
(C) Use fraction names and symbols to describe fractional parts of whole objects or sets of objects; and (D) construct concrete models of equivalent	31, 54, 66, 82, 109, 137, 140, 147, 148, 149	Activity 3 Percent: Activity 8
(D) Construct concrete models of equivalent fractions for fractional parts of whole objects.	*54, 66, 82, 109, 137, 140, 147, 148, 149	Activity 3 Percent: Activity 8



Texas 3rd Grade TEKS/ *Excel Math* Correlation

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(3.3) Number, operation, and quantitative reasoning. The student adds and subtracts to solve meaningful problems involving whole numbers.		
(A) Model addition and subtraction using pictures, words, and numbers; and	1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 19, 22, 23, 24, 26, 27, 28, 29, 32, 33, 34, 36, 37, 38, 40, 41, 42, 44, 45, 47, 51, 52, 57, 61, 64, 67, 68, 69, 74, 75, 79, 81, 83, 84, 91, 95, 97, 114, 122, 123, 131, 136	1, 2, 6, 9, 11, 13, 16, 19, 21, 23, 24, 28, 31, 33, 35, 36, 39, 40, 44, 45, 48, 49, 56, 57, 63, 65, 68, 73, 77, 79, 85, 89, 94, 95, 101, 107, 110, 114, 119, 123, 125, 129, 134, 138, 141, 146, 149, 154
(B) Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	9, 11, 22, 32, 36, 37, 40, 48, 68, 75, 76, 83, 97, 110, 113, 114, 115, 121, 122, 123, 137, 146, 151, 155	13, 23, 43, 45, 52, 54, 55, 81, 91, 92, 97, 100, 102, 105, 112, 117, 121, 122, 127, 128, 137, 140, 142, 144, 145, 146, 150
(3.4) Number, operation, and quantitative reasoning. The student recognizes and solves problems in multiplication and division situations.		
(A) Learn and apply multiplication facts through 12 by 12 using concrete models and objects;	39, 41, 42, 44, 46, 48, 49, 51, 52, 53, 56, 57, 59, 61, 64, 67, 68, 69, 71, 73, 74, 76, 79, 81, 82, 83, 84, 86, 91, 92, 95, 96, 97, 107, 113, 131	
(B) Solve and record multiplication problems (up to two digits times one digit); and	39, 41, 42, 44, 46, 53, 61, 68, 71, 73, 81, 83, 91, 92, 95, 121, 126, 151	70, 71, 73, 83, 89, 94, 95, 100, 101, 107, 110, 114, 119, 124, 129, 134, 149, 154
(C) Use models to solve division problems and use number sentences to record the solutions.	57, 59, 71, *72, 87, 88, 93, 94, 96, 101, 102, 103, 111, 118, 132, 133, 134, 142, 151, 153, 154	70, 75, 134, 141, 149
(3.5) Number, operation, and quantitative reasoning. The student estimates to determine reasonable results.		
(A) Round whole numbers to the nearest ten or hundred to approximate reasonable results in problem situations; and	60, 75, 85, 90, 115, 134	
(B) Use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	75, 85, 115, 122, 123, 134	9, 11, 13, 19, 24, 30, 31, 35, 39, 40, 44, 48, 49, 56, 57, 63, 65, 68, 70, 73, 75, 79, 83, 89, 91, 94, 100, 101, 107, 110, 114, 119, 123, 124, 127, 134, 138, 141, 146, 149, 154

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PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING		
(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.		
(A) Identify and extend whole-number and geometric patterns to make predictions and solve problems;	2, 4, 6, 13, 37, *45, 46, 48, 70, 77, 97, 98, 104, 113, 126, 127, 130, 155 Equations (parentheses / unknowns): 28, 36, 57, 76, 81, 92, 105, 107	2, 6, 11, 16, 19, 21, 24, 28, 31, 36, 39, 40, 44, 45, 49, 56, 62, 63, 68, 73, 75, 78, 83, 89, 94, 101, 107, 110, 114, 119, 124, 129, 134, 141, 149, 154 Equations (parentheses / unknowns): 11, 19, 33, 39, 40, 49, 56, 63, 68, 70, 73, 75, 77, 83, 85, 89, 94, 95, 101, 107, 110, 114, 119, 124, 125, 129, 134, 141, 149, 154
(B) Identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and	39, 46, 53, 68, 71, 96, 97, 117, 126, 127, 142, 143, 144, 153, 154	*96
(C) Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	71, 96, 117, 118, 133, 142, 151	
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.		
(A) Generate a table of paired numbers based on a real-life situation such as insects and legs; and	*70, 80, 126, 127	96, *105, 106, 135
(B) Identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.	80, 126, 127	97, *135, *139, *152

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GEOMETRY AND SPATIAL REASONING		
(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary.		
The student is expected to identify, classify, and describe two- and three-dimensional geometric figures by their attributes. The student compares two- dimensional figures, three-dimensional figures, or both by their attributes using formal geometry vocabulary.	8, 41, 69, 72, 77, 86, 106, 119, 124, 129, 139, 141 Angles: 138	1, 4, 17, 41, 46, 50, 58, 60, 72, 76, 77, 78, 86, 87, 90, 103, 111, 115, 126, 132, 136, 147, 150, 151 Activity 2, 7, 12
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry.		
(A) Identify congruent two-dimensional figures;	120, 139	*41, *86
(B) Create two-dimensional figures with lines of symmetry using concrete models and technology; and	55	
(C) Identify lines of symmetry in two-dimensional geometric figures.	55 Intersection / Perpendicular: 128, 129	
(3.10) Geometry and spatial reasoning. The student recognizes that a line can be used to represent numbers and fractions and their properties and relationships.		
The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.	7, 13, 17, 24, 60, 90, 134	Coordinate Points: Activity 4, 10

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MEASUREMENT		
(3.11) Measurement. The student directly compares the attributes of length, area, weight/mass, and capacity, and uses comparative language to solve problems and answer questions. The student selects and uses standard units to describe length, area, capacity/volume, and weight/mass.		
(A) Use linear measurement tools to estimate and measure lengths using standard units;	32, 50, 56, 83, 108, 125 Equivalents: 74, 114, 129 Distance: 62, 116, 122	61, 145
(B) Use standard units to find the perimeter of a shape;	86, 116	145, 150
(C) Use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;	72, 124	Surface Area: Activity 7
(D) Identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass	32, 36, 50, 62, 63, 83, 121, 122, 125	29, 102, 109, 117, 121, 127, 128, 140, 155
(E) Identify concrete models that approximate standard units for capacity and use them to measure capacity; and	*32, 50, *63	29 *Activity 7
(F) Use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.	32, *50, 63, 135, 145	*90, *132 Activity 7
(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.		
(A) Use a thermometer to measure temperature;	32	Activity 10
(B) Tell and write time shown on analog and digital clocks.	18, 65, 78, 89 Elapsed Time: 83, 112, 152 Calendar: 26, 27, 84	3, 12, 22, 32, 38, 54, 65, 142

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PROBABILITY AND STATISTICS

(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.		
(A) Collect, organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data;	*5, 20, *35, *123 Possible Combinations: 30	23 Activity 10
(B) Interpret information from pictographs and bar graphs; and	5, 20, 35, *123	23 Activity 10
(C) Use data to describe events as more likely than, less likely than, or equally likely as.	5, *20, *35 Possible Combinations: 30	*Activity 10

UNDERLYING PROCESSES AND MATHEMATICAL TOOLS

(3.14) Underlying processes and mathematical tools. The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.		
(A) Identify the mathematics in everyday situations;	5, 10, 16, 18, 20, 22, 25, 26, 30, 31, 32, 33, 63, 65, 68, 70, 75, 82, 83, 84, 85, 87, 105, 111, 112, 114, 115, 123, 126, 127, 137, 151, 152	3, 5, 7, 10, 12, 14, 18, 22, 23, 25, 26, 32, 34, 37, 38, 42, 43, 58, 61, 62, 64, 71, 81, 92, 97, 98, 99, 102, 103, 105, 106, 109, 112, 122, 127, 130, 137, 139, 140, 142, 143, 152, 155 Activity 1, 5, 9, 11
(B) Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;	11, 15, 22, 25, 26, 30, 31, 32, 40, 65, 68, 70, 75, 80, 82, 83, 84, 85, 87, 88, 98, 105, 110, 111, 112, 114, 123, 126, 127, 137, 151, 152	3, 5, 7, 8, 10, 12, 14, 18, 20, 22, 23, 25, 26, 27, 29, 32, 34, 37, 38, 42, 43, 47, 51, 52, 53, 54, 59, 61, 62, 64, 66, 67, 69, 71, 74, 80, 81, 84, 88, 92, 97, 98, 99, 102, 103, 105, 106, 108, 109, 112, 113, 118, 120, 121, 122, 127, 130, 131, 133, 135, 137, 139, 140, 142, 143, 148, 152, 153, 155 Activity 5, 9

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(C) Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem;	2, 4, 9, 11, 15, 22, 25, 26, 30, 31, 32, 40, 65, 68, 70, 75, 80, 82, 83, 84, 85, 87, 88, 98, 105, 110, 111, 112, 114, 123, 126, 127, 137, 151, 152	3, 5, 7, 8, 10, 12, 14, 18, 20, 22, 23, 25, 26, 27, 29, 32, 34, 37, 38, 42, 43, 47, 51, 52, 53, 54, 59, 61, 62, 64, 66, 67, 69, 71, 74, 80, 81, 84, 88, 92, 97, 98, 99, 102, 103, 105, 106, 108, 109, 112, 113, 118, 120, 121, 122, 127, 130, 131, 133, 135, 137, 139, 140, 142, 143, 148, 152, 153, 155 Activity 1, 5, 9
(D) Use tools such as real objects, manipulatives, and technology to solve problems.	2, 7, 13, 22, 25, 26, 30, 31, 32, 50, 65, 70, 75, 82, 83, 84, 85, 87, 88, 98, 105, 110, 111, 112, 114, 123, 126, 127, 151, 152	3, 5, 7, 8, 10, 12, 14, 18, 22, 23, 25, 27, 29, 32, 34, 38, 42, 54, 59, 61, 64, 66, 71, 81, 88, 92, 97, 102, 103, 105, 109, 112, 113, 121, 122, 127, 130, 135, 137, 139, 140, 143, 152, 155 Activity 1, 5, 9
(3.15) Underlying processes and mathematical tools. The student communicates about Grade 3 mathematics using informal language.		
(A) Explain and record observations using objects, words, pictures, numbers, and technology; and	4, 13, 21, 25, 26, 30, 31, 37, 50, 70, 75, 80, 83, 84, 85, 87, 105, 114, 123, 126, 151	5, 7, 8, 10, 22, 23, 25, 27, 38, 42, 54, 92, 97, 102, 109, 122, 135, 140, 142, 143, 155 Activity 1, 5, 6, 9
(B) Relate informal language to mathematical language and symbols.	4, 13, 21, 22, 25, 26, 30, 31, 32, 37, 50, 70, 75, 80, 83, 84, 85, 87, 88, 105, 114, 123, 126, 127, 151	5, 7, 8, 10, 22, 23, 24, 27, 38, 42, 54, 92, 97, 102, 109, 122, 135, 140, 142, 143, 155 Activity 1, 5, 6, 9
(3.16) Underlying processes and mathematical tools. The student uses logical reasoning.		
(A) Make generalizations from patterns or sets of examples and non-examples; and	2, 20, 22, 25, 26, 30, 31, 37, 50, 70, 75, 80, 84, 85, 87, 88, 126, 127	5, 22, 23, 38, 54, 102, 135, 143 Activity 1, 6, 9
(B) Justify why an answer is reasonable and explain the solution process.	2, 20, 22, 25, 26, 30, 31, 37, 50, 70, 75, 80, 83, 84, 85, 87, 88, 114, 123, 126, 127	5, 22, 23, 38, 54, 102, 135, 143 Activity 1, 6, 9