



**Texas 3rd Grade Standards /
Excel Math Correlation by Lesson Number**

Lesson (Activity) Number	<i>Excel Math</i> Lesson Objective	Texas Essential Knowledge and Skills
L1	Learning about the tens place and the ones place; adding and subtracting two-digit numbers; learning addition and subtraction facts up to 10	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L2	Recognizing a sequence counting by one, two, five or ten	Number, operation, and quantitative reasoning: 3.3 (A) Patterns, relationships, and algebraic thinking: 3.6 (A) Underlying processes and mathematical tools: 3.14 (C) (D), 3.16 (A) (B)
L3	Recognizing ordinals 1st to 19th counting from the left or the right	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L4	Putting 3 two-digit numbers in order from least to greatest; recognizing the symbols < , > , =	Number, operation, and quantitative reasoning: 3.1 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (A) Underlying processes and mathematical tools: 3.14 (C)
L5	Calculating probability; interpreting information given in circle (pie) graphs	Probability and statistics: 3.13 *(A) (B) (C) Underlying processes and mathematical tools: 3.14 (A), 3.15 (A) (B)
L6	Filling in missing number sequences when counting by 1, 2, 5, or 10; learning the addition facts of 11, 12 and 13	Number, operation, and quantitative reasoning: 3.1 (B), 3.3 (A) Patterns, relationships, and algebraic thinking: 3.6 (A)
L7	Regrouping when adding 2 two-digit numbers using the facts of 10	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A) Geometry and spatial reasoning: 3.10 Underlying processes and mathematical tools: 3.14 (D)
L8	Recognizing circles, triangles, squares and rectangles; adding and subtracting 3 two-digit numbers given in horizontal form	Number, operation, and quantitative reasoning: 3.3 (A) Geometry and spatial reasoning: 3.8 (A)
L9	Recognizing any number less than 100; calculating a number more or less than a given number	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A) (B) Underlying processes and mathematical tools: 3.14 (C)
L10	Drawing a map in order to solve a problem	Underlying processes and mathematical tools: 3.14 (A)
L11	Solving story problems using addition or subtraction	Number, operation, and quantitative reasoning: 3.3 (A) (B) Underlying processes and mathematical tools: 3.14 (B) (C)
L12	Learning about the hundreds place; adding and subtracting three- digit numbers	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L13	Learning addition facts of 14-18; putting 4 two-digit numbers in order	Number, operation, and quantitative reasoning: 3.1 (A) (B), 3.3 (A) Patterns, relationships, and algebraic thinking: 3.6 (A) Geometry and spatial reasoning: 3.10 Underlying processes and mathematical tools: 3.14 (D), 3.15 (A) (B)
L14	Regrouping using the addition facts of 11, 12, and 13	Number, operation, and quantitative reasoning: 3.3 (A)
L15	Evaluating information to see if it is sufficient to answer the question	Underlying processes and mathematical tools: 3.14 (B) (C)
L16	Recognizing coins; learning change equivalents	Number, operation, and quantitative reasoning: 3.1 (C), 3.3 (A) Underlying processes and mathematical tools: 3.14 (D)
L17	Learning the subtraction facts of 11, 12 and 13	Number, operation, and quantitative reasoning: 3.3 (A) Geometry and spatial reasoning: 3.10
L18	Telling time to the minute and half past the hour	Measurement: 3.12 (B) Underlying processes and mathematical tools: 3.14 (A)



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L19	Adding with regrouping, using the facts of 14-18	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L20	Interpreting information from vertical and horizontal bar graphs	Probability and statistics 3.13 (A) (B) (C) Underlying processes and mathematical tools: 3.14 (A), 3.16 (A) (B)
L21	Evaluating number sentences using $<$, $>$, $=$ and \neq ; defining equation	Number, operation, and quantitative reasoning: 3.1 (B) Underlying processes and mathematical tools: 3.15 (A) (B)
L22	Learning which coins to use to buy something; computing change in story problems	Number, operation, and quantitative reasoning: 3.1 (C), 3.3 (A) (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (B), 3.16 (A) (B)
L23	Regrouping when subtracting with the facts of 10, 11, 12, and 13	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L24	Learning the subtraction facts of 14-18	Number, operation, and quantitative reasoning: 3.3 (A) Geometry and spatial reasoning: 3.10
L25	Using deductive reasoning to solve a story problem	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L26	Calculating the date within one week in the future; Learning the days of the week	Number, operation, and quantitative reasoning: 3.3 (A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L27	Recognizing any number less than 1000; learning the months of the year	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L28	Learning the order of operations when parentheses are involved	Number, operation, and quantitative reasoning: 3.3 (A)
L29	Adding three-digit numbers, regrouping only to the tens place	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L30	Determining possible combinations	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L31	Recognizing odd and even numbers up to 20; finding one-half of a group	Number, operation, and quantitative reasoning: 3.1 (B), 3.2 (A) (B) (C) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L32	Solving story problems involving comparisons	Number, operation, and quantitative reasoning: 3.3 (A) (B) Measurement: 3.11 (A) (D) *(E) (F), 3.12 (A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (B)
L33	Recognizing money words and symbols	Number, operation, and quantitative reasoning: 3.1 (C), 3.3 (A) Underlying processes and mathematical tools: 3.14 (A)
L34	Adding three-digit numbers, regrouping once to the tens or the hundreds place	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L35	Interpreting information from picture graphs	Probability and statistics 3.13 *(A) (B) *(C)
L36	Calculating missing numbers in number sentences	Number, operation, and quantitative reasoning: 3.3 (A) (B) Measurement 3.11 (D)
L37	Recognizing a sequence counting by 3, 4 or 10 (31, 41, 51, 61)	Number, operation, and quantitative reasoning: 3.3 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (A) Underlying processes and mathematical tools: 3.15 (A) (B), 3.16 (A) (B)
L38	Comparing and putting 3 three-digit numbers in order	Number, operation, and quantitative reasoning: 3.1 (A) (B), 3.3 (A)



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L39	Multiplying single-digit numbers by 0, 1 or 2	Number, operation, and quantitative reasoning: 3.4 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (B)
L40	Solving two-step story problems	Number, operation, and quantitative reasoning: 3.3 (A) (B) Underlying processes and mathematical tools: 3.14 (B) (C)
L41	Adding three-digit numbers, regrouping twice; defining a right angle and a square	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) (B) Geometry and spatial reasoning: 3.8 (A)
L42	Subtracting three-digit numbers, regrouping only with the tens place; regrouping using the minuends of 14-18	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A) (B)
L43	Learning about the thousands place	Number, operation, and quantitative reasoning: 3.1 (A)
L44	Learning change equivalents up to \$1.00 with pennies, nickels, and dimes	Number, operation, and quantitative reasoning: 3.1 (C), 3.3 (A), 3.4 (A) (B)
L45	Recognizing basic fact families	Number, operation, and quantitative reasoning: 3.3 (A) Patterns, relationships, and algebraic thinking: 3.6 *(A)
L46	Learning multiplication facts with products up to 20 and with 5 as a factor; recognizing odd and even numbers less than 100	Number, operation, and quantitative reasoning: 3.1 (B), 3.4 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (A) (B)
L47	Subtracting three-digit numbers, regrouping only with the tens or the hundreds place	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A)
L48	Filling in numbers in a sequence counting by 3, 4 or 10 (31, 41, 51, 61)	Number, operation, and quantitative reasoning: 3.3 (B), 3.4 (A) Patterns, relationships, and algebraic thinking: 3.6 (A)
L49	Recognizing numbers less than 10,000 when the digit in the hundreds place is greater than zero	Number, operation, and quantitative reasoning: 3.1 (A), 3.4 (A)
L50	Learning standard units of weight, distance and volume	Measurement 3.11 (A) (D) (E) *(F) Underlying processes and mathematical tools: 3.14 (D), 3.15 (A) (B), 3.16 (A) (B)
L51	Regrouping with money amounts	Number, operation, and quantitative reasoning: 3.1 *(C), 3.3 (A), 3.4 (A)
L52	Subtracting three-digit numbers, regrouping twice	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A)
L53	Learning multiplication facts with factors of 10 (up to 90), 11 (up to 99) and 12 (up to 48); putting 4 three-digit numbers in order from greatest to least	Number, operation, and quantitative reasoning: 3.1 (B), 3.4 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (B)
L54	Solving fractional problems modeled with shading and groups of figures	Number, operation, and quantitative reasoning: 3.2 *(A) (C) *(D)
L55	Recognizing lines of symmetry	Geometry and spatial reasoning: 3.9 (B) (C)
L56	Measuring a line segment to the nearest inch or centimeter	Number, operation, and quantitative reasoning: 3.4 (A) Measurement: 3.11 (A)
L57	Using numbers given within parentheses to complete number sentences	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A)
L58	Divide numbers up to 10 by splitting into equal parts and using repeated subtraction	Number, operation, and quantitative reasoning: 3.4 (A) (C)
L59	Divide numbers up to 14 by splitting into equal parts and using repeated subtraction	Number, operation, and quantitative reasoning: 3.4 (A) (C)
L60	Rounding to the nearest ten using numbers less than 100	Number, operation, and quantitative reasoning: 3.5 (A) (B) Geometry and spatial reasoning: 3.10



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L61	Multiplying a one-digit number times a two-digit number, no regrouping	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A) (B)
L62	Estimating standard and metric distance and weight measurements	Measurement: 3.11 (D)
L63	Learning the names for standard units of weight, distance and volume	Measurement: 3.11 (D), *(E) (F) Underlying processes and mathematical tools: 3.14 (A)
L64	Subtracting three-digit numbers, regrouping twice with zeroes or a 1 in the tens place	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A)
L65	Telling time before the hour	Measurement: 3.12 (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L66	Defining numerator and denominator; selecting the fraction that matches a given model	Number, operation, and quantitative reasoning: 3.2 *(A) (B) (C) (D)
L67	Adding four-digit numbers where the sum for a single place is greater than 19 and less than 30	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A)
L68	Solving story problems using multiplication; learning multiplication facts with products up to 30	Number, operation, and quantitative reasoning: 3.3 (A) (B), 3.4 (A) (B) Patterns, relationships, and algebraic thinking: 3.6 (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C)
L69	Recognizing three-dimensional figures	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) Geometry and spatial reasoning: 3.8 (A)
L70	Putting a series of events in order	Patterns, relationships, and algebraic thinking: 3.6 (A) 3.7 *(A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L71	Learning division facts with dividends up to 20	Number, operation, and quantitative reasoning: 3.4 (A) (B) (C) Patterns, relationships, and algebraic thinking: 3.6 (B) (C)
L72	Computing the area of a plane figure given in square units	Number, operation, and quantitative reasoning: 3.4 *(C) Geometry and spatial reasoning: 3.8 (A) Measurement: 3.11 (C)
L73	Multiplying a one-digit number times a two-digit number with regrouping	Number, operation, and quantitative reasoning: 3.1 (A), 3.4 (A) (B)
L74	Learning the measurement equivalents for dozen, yards, feet and inches	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L75	Estimating answers to story problems, rounding to the nearest ten	Number, operation, and quantitative reasoning: 3.1 *(C), 3.3 (A) (B), 3.5 (A) (B) Underlying processes and mathematical tools: 3.15 (A) (B), 3.16 (A) (B)
L76	Selecting the correct process in an equation; filling in a missing number in an equation	Number, operation, and quantitative reasoning: 3.3 (B), 3.4 (A)
L77	Completing a pattern of shapes; recognizing shapes with common characteristics	Patterns, relationships, and algebraic thinking: 3.6 (A) Geometry and spatial reasoning: 3.8 (A)
L78	Recognizing “a quarter to” and “a quarter past” on the clock; estimating time on a circular clock without the hour or minute marks	Measurement: 3.12 (B)
L79	Recognizing any number less than 10,000	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A)



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L80	Completing number patterns that are in the form of a chart	Patterns, relationships, and algebraic thinking: 3.7 (A) (B) Underlying processes and mathematical tools: 3.14 (B) (C), 3.15 (A) (B), 3.16 (A) (B)
L81	Solving for an unknown in an equation	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) (B)
L82	Solving fractional part story problems; learning \$1.00 equivalents	Number, operation, and quantitative reasoning: 3.1 (C), 3.2 (C) (D), 3.4 (A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L83	Solving multi-step word problems involving time	Number, operation, and quantitative reasoning: 3.3 (A) (B), 3.4 (A) (B) Measurement: 3.11 (A) (D) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (B)
L84	Calculating the date within one week in the past	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L85	Estimating answers within a range	Number, operation, and quantitative reasoning: 3.5 (A) (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L86	Calculating perimeters to the nearest inch or centimeter	Number, operation, and quantitative reasoning: 3.4 (A) Geometry and spatial reasoning: 3.8 (A) Measurement: 3.11 (B)
L87	Solving division story problems given models	Number, operation, and quantitative reasoning: 3.4 (C) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L88	Solving division story problems	Number, operation, and quantitative reasoning: 3.4 (C) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (B), 3.16 (A) (B)
L89	Calculating the time in the future or in the past when the elapsed time is in hours	Measurement: 3.12 (B)
L90	Rounding to the nearest hundred or thousand	Number, operation, and quantitative reasoning: 3.5 (A) Geometry and spatial reasoning: 3.10
L91	Multiplying a three-digit number by a one-digit number, regrouping only once	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) (B)
L92	Learning the order of operations with multiplication and division when parentheses are involved	Number, operation, and quantitative reasoning: 3.4 (A) (B)
L93	Computing the quotient when there will be a remainder with dividends less than 11	Number, operation, and quantitative reasoning: 3.4 (C)
L94	Continuing to compute the quotient when there will be a remainder with dividends less than 11	Number, operation, and quantitative reasoning: 3.4 (C)
L95	Multiplying money by a one digit number, regrouping only once	Number, operation, and quantitative reasoning: 3.3 (A), 3.4 (A) (B)
L96	Learning division facts with 5 as a factor	Number, operation, and quantitative reasoning: 3.4 (A) (C) Patterns, relationships, and algebraic thinking: 3.6 (B) (C)
L97	Learning multiplication facts with products up to 40; recognizing a number sequence counting by 5 or 6	Number, operation, and quantitative reasoning: 3.3 (A) (B), 3.4 (A) Patterns, relationships, and algebraic thinking: 3.6 (A) (B)



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L98	Finding the two-digit number closest to a given number	Number, operation, and quantitative reasoning: 3.1 (B) Patterns, relationships, and algebraic thinking: 3.6 (A) Underlying processes and mathematical tools: 3.14 (B) (C) (D)
L99	Evaluating more difficult number sentences with $<$, $>$, $=$ or \neq	Number, operation, and quantitative reasoning: 3.1 (B)
L100	Recognizing expanded notation for numbers less than 10,000	Number, operation, and quantitative reasoning: 3.1 (A)
L101	Solving division problems with a one-digit divisor, two-digit dividend, two-digit quotient, and no regrouping or remainders	Number, operation, and quantitative reasoning: 3.1 (A), 3.4 (C)
L102	Continuing to solve division problems with a one-digit divisor, two-digit dividend,	Number, operation, and quantitative reasoning: 3.1 (A), 3.4 (C)
L103	Continuing to solve division problems with a one-digit divisor, two-digit dividend, two-digit quotient, and no regrouping or remainders	Number, operation, and quantitative reasoning: 3.1 (A), 3.4 (C)
L104	Comparing and putting 3 four-digit numbers in order from greatest to least	Number, operation, and quantitative reasoning: 3.1 (B) Patterns, relationships, and algebraic thinking: 3.6 (A)
L105	Choosing the correct equation to solve a story problem	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B)
L106	Defining polygon, quadrilateral, parallelogram, pentagon, hexagon and octagon	Geometry and spatial reasoning: 3.8 (A)
L107	Learning to substitute numerical values for letters in an equation	Number, operation, and quantitative reasoning: 3.4 (A)
L108	Measuring a line segment to the nearest half inch and half centimeter	Measurement: 3.11 (A)
L109	Learning that the whole is the sum of its parts; adding fractions	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D)
L110	Identifying what information is needed to answer the question in a story problem	Number, operation, and quantitative reasoning: 3.3 (B) Underlying processes and mathematical tools: 3.14 (B) (C) (D)
L111	Calculating quotients with remainders with dividends up to 20; solving story problems using division with remainders	Number, operation, and quantitative reasoning: 3.4(C) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L112	Calculating elapsed time involving A.M. and P.M.	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L113	Filling in missing numbers in a sequence counting by 5 or 6; learning multiplication facts with products up to 50	Number, operation, and quantitative reasoning: 3.3 (B), 3.4 (A) Patterns, relationships, and algebraic thinking: 3.6 (A)
L114	Learning change equivalents; multiplying coins; calculating unit cost	Number, operation, and quantitative reasoning: 3.1 (A) (C), 3.3 (A) (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (B)
L115	Estimating answers to story problems rounding to the nearest hundred or thousand	Number, operation, and quantitative reasoning: 3.3 (B), 3.5 (A) (B) Underlying processes and mathematical tools: 3.14 (A)
L116	Computing the perimeters of a shape drawn to scale; abbreviations of measurements	Measurement: 3.11 (B)



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L117	Recognizing multiples; learning division facts with dividends up to 30 and dividends that are multiples of 10 (up to 90), 11 (up to 99) and 12 (up to 48)	Patterns, relationships, and algebraic thinking: 3.6 (B) (C)
L118	Learning how to compute the quotient with a two-digit divisor and a two-digit dividend < 50	Number, operation, and quantitative reasoning: 3.4 (C) Patterns, relationships, and algebraic thinking: 3.6 (C)
L119	Learning the parts of a circle	Geometry and spatial reasoning: 3.8 (A)
L120	Recognizing flips (reflections), slides (translations), turns (rotations); recognizing figures that are similar or congruent	Geometry and spatial reasoning: 3.9 (A)
L121	Learning equivalents of pounds and ounces; calculating the answer to two-step measurement problems	Number, operation, and quantitative reasoning: 3.3 (B), 3.4 (B) Measurement 3.11 (D)
L122	Changing an inequality to an equation by moving values in the number statement	Number, operation, and quantitative reasoning: 3.3 (A) (B), 3.5 (B) Measurement 3.11 (D)
L123	Solving word problems using logical reasoning	Number, operation, and quantitative reasoning: 3.1 (B), 3.3 (A) (B), 3.5 (B) Probability and statistics 3.13 *(A) *(B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (B)
L124	Computing the area of a rectangle that has been drawn to scale	Geometry and spatial reasoning: 3.8 (A) Measurement: 3.11 (C)
L125	Recognizing the shorter or longer distance or the heavier or lighter weight	Measurement: 3.11 (A)
L126	Calculating the answer to a story problem using 2 to 1 and 3 to 1 ratios	Number, operation, and quantitative reasoning: 3.1 *(C), 3.4 (B) Patterns, relationships, and algebraic thinking: 3.6 (A) (B), 3.7 (A) (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
L127	Continuing to calculate the answer to a story problem using 2 to 1 and 3 to 1 ratios	Number, operation, and quantitative reasoning: 3.1 *(C) Patterns, relationships, and algebraic thinking: 3.6 (A) (B), 3.7 (A) (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (B), 3.16 (A) (B)
L128	Defining intersecting, parallel and perpendicular lines	
L129	Defining diagonal; recognizing parallel and perpendicular lines; learning equivalents of meters and centimeters	Geometry and spatial reasoning: 3.8 (A)
L130	Recognizing the changing pattern in a sequence of figures	Patterns, relationships, and algebraic thinking: 3.6 (A)
L131	Learning multiplication facts with products up to 81; regrouping twice with multiplication	Number, operation, and quantitative reasoning: 3.1 (A), 3.3 (A), 3.4 (A)
L132	Solving division problems with a one-digit divisor, three-digit dividend, two-digit quotient, and no regrouping or remainders	Number, operation, and quantitative reasoning: 3.1 (A)



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L133	Continuing to solve division problems with a one-digit divisor, three-digit dividend, two-digit quotient, and no regrouping or remainders	Number, operation, and quantitative reasoning: 3.1 (A) Patterns, relationships, and algebraic thinking: 3.6 (C)
L134	Rounding to the nearest dollar; dividing dollar amounts	Number, operation, and quantitative reasoning: 3.1 (C), 3.4 (C), 3.5 (A) (B) Geometry and spatial reasoning: 3.10
L135	Computing the volume of one layer of cubes	Measurement: 3.11 (F)
L136	Subtracting four-digit numbers	Number, operation, and quantitative reasoning: 3.3 (A)
L137	Solving story problems with fractional parts, the word “not”, and unnecessary information	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D), 3.3 (B) Underlying processes and mathematical tools: 3.14 (A) (B) (C)
L138	Recognizing right, obtuse and acute angles	
L139	Recognizing equilateral, isosceles and scalene triangles	Geometry and spatial reasoning: 3.8 (A), 3.9 (A)
L140	Adding and subtracting simple fractions	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D)
L141	Recognizing faces, edges and vertices on rectangular prisms, cubes, rectangular pyramids, square pyramids, triangular prisms and pyramids	Geometry and spatial reasoning: 3.8 (A)
L142	Learning division facts with dividends less than 50	Number, operation, and quantitative reasoning: 3.4 (C) Patterns, relationships, and algebraic thinking: 3.6 (B) (C)
L143	Determining factors	Patterns, relationships, and algebraic thinking: 3.6 (B)
L144	Determining prime factors	Patterns, relationships, and algebraic thinking: 3.6 (B)
L145	Computing the volume of several layers of cubes	Measurement: 3.11 (F)
L146	Figuring change using the fewest coins	Number, operation, and quantitative reasoning: 3.1 (C), 3.3 (B)
L147	Comparing fraction values	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D)
L148	Determining equivalent fractions using models	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D)
L149	Determining equivalent fractions using money	Number, operation, and quantitative reasoning: 3.1 (C), 3.2 (A) (B) (C) (D)
L150	Recognizing any number less than a million	Number, operation, and quantitative reasoning: 3.1 (A)
L151	Determining the question, given the story and the answer; division facts with dividends to 81	Number, operation, and quantitative reasoning: 3.3 (B), 3.4 (B) (C) Patterns, relationships, and algebraic thinking: 3.6 (C) Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B)
L152	Calculating elapsed time across the 12 on the clock	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D)
L153	Learning how to compute the quotient with a two-digit divisor and a two-digit dividend < 100	Number, operation, and quantitative reasoning: 3.4 (C) Patterns, relationships, and algebraic thinking: 3.6 (B)
L154	Continuing to learn how to compute the quotient with a two-digit divisor and a two-digit dividend < 100	Number, operation, and quantitative reasoning: 3.4 (C) Patterns, relationships, and algebraic thinking: 3.6 (B)



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L155	Filling in missing number sequences when counting by increasing or decreasing amounts	Number, operation, and quantitative reasoning: 3.3 (B) Patterns, relationships, and algebraic thinking: 3.6 (A)
Activity 1	Deductive Reasoning	Underlying processes and mathematical tools: 3.14 (A) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
Activity 2	Reasoning in Geometric figures	Geometry and spatial reasoning: 3.8 (A)
Activity 3	Whole and Fractional parts	Number, operation, and quantitative reasoning: 3.2 (A) (B) (C) (D)
Activity 4	Coordinate Points	Geometry and spatial reasoning: *3.10
Activity 5	Problem Solving and Creating	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B)
Activity 6	Puzzles	Underlying processes and mathematical tools: 3.15 (A) (B), 3.16 (A) (B)
Activity 7	Volume and surface area	Geometry and spatial reasoning: 3.8 (A) Measurement 3.11 (C) *(E) (F)
Activity 8	Percent	
Activity 9	Creating questions	Underlying processes and mathematical tools: 3.14 (A) (B) (C) (D), 3.15 (A) (B), 3.16 (A) (B)
Activity 10	Line Graph	Measurement: Geometry and spatial reasoning: *3.10, 3.12 (A) Probability and statistics 3.13 (A) (B) *(C)
Activity 11	Facts and Opinion	Underlying processes and mathematical tools: 3.14 (A)
Activity 12	Three-dimensional figures	Geometry and spatial reasoning: 3.8 (A)



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REPORTING CATEGORY I

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.

SS (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	
SS (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
SS (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.

NSR (A) Construct concrete models of fractions;	31, *54, *66, 109, 137, 140, 147, 148, 149	Activity 3 Percent: Activity 8
NSR (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
RS (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
NSR (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

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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 SS	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. RS	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; SS	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 RS	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. RS	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 SS	60, 75, 85, 90, 115, 134	
(B) Use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems. SS	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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REPORTING CATEGORY 2 PATTERNS, RELATIONSHIPS, ALGEBRAIC THINKING

(3.6) Patterns, relationships, and algebraic thinking. The student uses patterns to solve problems.		
<p>(A) Identify and extend whole-number and geometric patterns to make predictions and solve problems;</p> <p>SS</p>	<p>2, 4, 6, 13, 37, *45, 46, 48, 70, 77, 97, 98, 104, 113, 126, 127, 130, 155</p> <p>Equations (parentheses / unknowns): 28, 36, 57, 76, 81, 92, 105, 107</p>	<p>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</p> <p>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</p>
<p>(B) Identify patterns in multiplication facts using concrete objects, pictorial models, or technology; and</p> <p>SS</p>	<p>39, 46, 53, 68, 71, 96, 97, 117, 126, 127, 142, 143, 144, 153, 154</p>	<p>*96</p>
<p>(C) Identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.</p> <p>SS</p>	<p>71, 96, 117, 118, 133, 142, 151</p>	
(3.7) Patterns, relationships, and algebraic thinking. The student uses lists, tables, and charts to express patterns and relationships.		
<p>(A) Generate a table of paired numbers based on a real-life situation such as insects and legs; and</p> <p>SS</p>	<p>*70, 80, 126, 127</p>	<p>96, *105, 106, 135</p>
<p>(B) Identify and describe patterns in a table of related number pairs based on a meaningful problem and extend the table.</p> <p>RS</p>	<p>80, 126, 127</p>	<p>97, *135, *139, *152</p>

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REPORTING CATEGORY 3

GEOMETRY AND SPATIAL REASONING

(3.8) Geometry and spatial reasoning. The student uses formal geometric vocabulary.		
<p>(A) 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.</p> <p>RS</p>	<p>8, 41, 69, 72, 77, 86, 106, 119, 124, 129, 139, 141</p> <p>Angles: 138</p>	<p>1, 4, 17, 41, 46, 50, 58, 60, 72, 76, 77, 78, 86, 87, 90, 103, 111, 115, 126, 132, 136, 147, 150, 151</p> <p>Activity 2, 7, 12</p>
(3.9) Geometry and spatial reasoning. The student recognizes congruence and symmetry.		
<p>(A) Identify congruent two-dimensional figures;</p> <p>SS</p>	<p>120, 139</p>	<p>*41, *86</p>
<p>(B) <i>Create two-dimensional figures with lines of symmetry using concrete models and technology;</i></p> <p>NSR</p>	<p>55</p>	
<p>(C) Identify lines of symmetry in two-dimensional geometric figures.</p> <p>SS</p>	<p>55</p> <p>Intersection / Perpendicular: 128, 129</p>	
(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.		
<p>The student is expected to locate and name points on a number line using whole numbers and fractions, including halves and fourths.</p> <p>RS</p>	<p>7, 13, 17, 24, 60, 90, 134</p>	<p>Coordinate Points: Activity 4, 10</p>

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REPORTING CATEGORY 4 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.

<p>(A) Use linear measurement tools to estimate and measure lengths using standard units;</p> <p>SS</p>	<p>32, 50, 56, 83, 108, 125</p> <p>Equivalents: 74, 114, 129</p> <p>Distance: 62, 116, 122</p>	<p>61, 145</p>
<p>(B) Use standard units to find the perimeter of a shape;</p> <p>RS</p>	<p>86, 116</p>	<p>145, 150</p>
<p>(C) Use concrete and pictorial models of square units to determine the area of two-dimensional surfaces;</p> <p>SS</p>	<p>72, 124</p>	<p>Surface Area: Activity 7</p>
<p>(D) <i>Identify concrete models that approximate standard units of weight/mass and use them to measure weight/mass</i></p> <p>NSR</p>	<p>32, 36, 50, 62, 63, 83, 121, 122, 125</p>	<p>29, 102, 109, 117, 121, 127, 128, 140, 155</p>
<p>(E) <i>Identify concrete models that approximate standard units for capacity and use them to measure capacity; and</i></p> <p>NSR</p>	<p>*32, 50, *63</p>	<p>29</p> <p>*Activity 7</p>
<p>(F) <i>Use concrete models that approximate cubic units to determine the volume of a given container or other three-dimensional geometric figure.</i></p> <p>NSR</p>	<p>32, *50, 63, 135, 145</p>	<p>*90, *132</p> <p>Activity 7</p>

(3.12) Measurement. The student reads and writes time and measures temperature in degrees Fahrenheit to solve problems.

<p>(A) Use a thermometer to measure temperature;</p> <p>SS</p>	<p>32</p>	<p>Activity 10</p>
<p>(B) Tell and write time shown on analog and digital clocks.</p> <p>SS</p>	<p>18, 65, 78, 89</p> <p>Elapsed Time: 83, 112, 152</p> <p>Calendar: 26, 27, 84</p>	<p>3, 12, 22, 32, 38, 54, 65, 142</p>

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REPORTING CATEGORY 5 PROBABILITY AND STATISTICS

(3.13) Probability and statistics. The student solves problems by collecting, organizing, displaying, and interpreting sets of data.		
RS (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
SS (B) Interpret information from pictographs and bar graphs; and	5, 20, 35, *123	23 Activity 10
SS (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 (NOT UNDER A SEPARATE REPORTING CATEGORY)

(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

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