



FISD 3rd Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can represent and compare whole numbers to 100,000.
Extension			I can: <ul style="list-style-type: none"> use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ☆	1NW	3.2(D)	I can: <ul style="list-style-type: none"> compare and order numbers with the same number of digits, up to 100,000, using symbols $>$, $<$, $=$, and their inverse statements
2.5		3.2(D)	I can: <ul style="list-style-type: none"> compare and order numbers with a different number of digits, up to 100,000, using symbols $>$, $<$, $=$, and their inverse statements
2.0		3.2(A)	I can: <ul style="list-style-type: none"> interpret and draw numbers to 100,000 using manipulatives and pictorial models in multiple ways read, write, compose, and decompose numbers to 100,000 through representation in multiple ways including: <ul style="list-style-type: none"> expanded form expanded notation
1.5		3.2(A)	I can: <ul style="list-style-type: none"> interpret and draw numbers to 100,000 using pictorial models explain the value of a digit to the hundred thousands place
1.0		3.2(A)	I can: <ul style="list-style-type: none"> read and build numbers to 100,000 using manipulatives read and write numbers to 100,000 using standard form
0.5		2.2(A) 2.2(D) 2.2(E) 2.2(F)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> compose and decompose numbers to 1,200 through representation in multiple ways order (least to greatest/greatest to least) and justify a set of numbers up to 1,200 explain and justify multiple representations of a whole number up to at least 1,200 read and write comparative statements and their inverse using symbols $>$, $<$, $=$ for numbers up to 1,200 name and justify the relative position of a given whole number up to 1,200 on an open number line OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for sums and differences within 1,000.
Extension			I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ☆	2NW	3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> ● represent and solve multi-step problems involving addition and subtraction within 1,000, with regrouping, using strategies based on place value: <ul style="list-style-type: none"> ○ pictorial models ○ strip diagrams ○ number lines ○ equations
2.5	1NW	3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> ● represent and solve one-step problems involving addition and subtraction within 1,000, with regrouping, using strategies based on place value: <ul style="list-style-type: none"> ○ pictorial models ○ strip diagrams ○ number lines ○ equations
2.0		3.4(A)	I can: <ul style="list-style-type: none"> ● subtract 3-digit numbers to find differences within 1,000 with regrouping using a variety of strategies (pictorial models and place value)
1.5		3.4(A)	I can: <ul style="list-style-type: none"> ● add 3-digit numbers to find sums within 1,000 with regrouping using a variety of strategies (pictorial models and place value)
1.0		3.4(A)	I can: <ul style="list-style-type: none"> ● add and subtract 3-digit numbers to find sums and differences within 1,000 without regrouping using a variety of strategies based on place value
0.5		2.4(C) 2.4(D) 2.7(C)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● generate and solve multi-step addition and subtraction situations with a given number sentence where the unknown is any of the terms ● represent and solve for sums with up to four 2-digit numbers OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve for products and quotients within 100.
Extension			I can: <ul style="list-style-type: none"> ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ☆	2NW	3.4(G) 3.4(K) 3.5(B)	I can: <ul style="list-style-type: none"> ● solve and represent multi-step word problems involving multiplication, division, or a combination of the two in situations within 100 ● solve one-step multiplication word problems involving a two-digit number by a one-digit number
2.5		3.4(G)	I can: <ul style="list-style-type: none"> ● use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number
2.0		3.4(K) 3.5(B)	I can: <ul style="list-style-type: none"> ● solve one-step problems involving multiplication or division within 100 ● represent one step multiplication and division problems within 100 using <ul style="list-style-type: none"> ○ arrays ○ strip diagrams ○ equations
1.5		3.4(H)	I can: <ul style="list-style-type: none"> ● represent division and write an associated number sentence using using a variety of methods including: <ul style="list-style-type: none"> ○ repeated subtraction ○ separating a group of objects into equal shares ○ pictorial models ○ arrays ○ area models ● identify the quotient, dividend, and divisor in a division number sentence
1.0		3.4(D) 3.4(E)	I can: <ul style="list-style-type: none"> ● represent multiplication and write an associated number sentence using a variety of methods including: <ul style="list-style-type: none"> ○ repeated addition ○ equal groups ○ arrays area models ○ number lines ○ skip counting ● identify the factors and product in a multiplication number sentence
0.5		2.6(A) 2.6(B)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> ● join equivalent sets of concrete objects to model multiplication situations (repeated addition) ● model, create, and describe division situations using concrete objects that are separated into equivalent sets OR <ul style="list-style-type: none"> ● demonstrate partial understanding of the 1.0 content



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Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can recognize and represent fractional units.
Extension			I can: <ul style="list-style-type: none"> use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding
3.0 ★	4NW	3.3(F)	I can: <ul style="list-style-type: none"> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines partition a set of objects among two or more recipients using fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models (fractions are not limited to being between 0 and 1)
2.5		3.3(H)	I can: <ul style="list-style-type: none"> write a number sentence comparing two fractions with the same numerator using symbols $>$, $<$, $=$, and their inverse statements justify the comparison of two fractions with the same numerator using words, objects and pictorial models
2.0		3.3(H) 3.3(E)	I can: <ul style="list-style-type: none"> write a number sentence comparing two fractions with the same denominator using symbols $>$, $<$, $=$, and their inverse statements justify the comparison of two fractions with the same denominator using words, objects and pictorial models partition an object among two or more recipients using fractions with denominators of 2, 3, 4, 6, and 8 using pictorial models
1.5	3NW	3.3(C) 3.3(D)	I can: <ul style="list-style-type: none"> explain that the unit fraction is one part of a whole identify the unit fraction of a set or of a whole partitioned into equal parts. compose and decompose a fraction using unit fractions
1.0		3.3(A) 3.3(B)	I can: <ul style="list-style-type: none"> represent fractions greater than zero and less than or equal to one whole with denominators of 2, 3, 4, 6, and 8 using: <ul style="list-style-type: none"> concrete objects pictorial models strip diagrams number lines
0.5		2.3(C)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> use concrete models to count fractional parts for one whole and beyond. use words to name fractional parts beyond one whole (such as seven-fourths or one and three-fourths). OR <ul style="list-style-type: none"> demonstrate partial understanding of 1.0 content