



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 up to 100,000 with unlike places using symbols $>$, $<$, $=$, and their inverse statements.
2.5		3.2(D)	I can: <ul style="list-style-type: none"> compare and order numbers up to 100,000 with like places using symbols $>$, $<$, $=$, and their inverse statements.
2.0		3.2(A) 3.2(B)	I can: <ul style="list-style-type: none"> read, write, compose, and decompose numbers to 100,000 through representation in multiple ways (expanded form, expanded notation, compatible numbers, etc.). describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.
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 a concrete model in multiple ways. read and write numbers to 100,000 using standard form. read and recognize numbers to 100,000 using word form.
0.5		2.2(A) 2.7(B) 2.2(D)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> compose and decompose numbers to 1,200 through representation in multiple ways. order a set of numbers up to 1,200. read and write comparative statements using symbols $>$, $<$, $=$ for numbers up to 1,200. produce the number that is 10 or 100 more or less than a given number up to 1,200. describe relationships in the place value system. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content.



FISD 3rd Grade Learning Progression

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"> solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.
2.5		3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> subtract with regrouping numbers up to 1,000 using a variety of strategies including the standard algorithm. represent (with pictorial models, number lines and equations) and solve one and multi-step subtraction word problems where unknowns may be any one of the terms in the problem. explain and demonstrate the regrouping process in subtraction problems as it relates to place value.
2.0		3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> subtract without regrouping numbers up to 1,000 using a variety of strategies including the standard algorithm. represent (with pictorial models, number lines and equations) and solve one- and multi-step subtraction word problems where unknowns may be any one of the terms in the problem.
1.5	1NW	3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> add numbers to find sums up to 1,000 with regrouping using a variety of strategies including the standard algorithm. represent (with pictorial models, number lines and equations) and solve addition word problems where unknowns may be any one of the terms in the problem. explain and demonstrate the regrouping process in addition problems as it relates to place value.
1.0		3.4(A) 3.5(A)	I can: <ul style="list-style-type: none"> add numbers to find sums up to 1,000 without regrouping using a variety of strategies based on place value using the standard algorithm. represent (with pictorial models, number lines and equations) and solve one- and multi-step addition word problems where unknowns may be any one of the terms in the problem.
0.5		2.4(C) 2.4(D) 2.4(A)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including non standard algorithms. generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000. recall basic facts to add and subtract within 20 with automaticity. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content.



FISD 3rd Grade Learning Progression

Yearly Target	Nine Weeks Target	TEKS	Priority Topic: I can solve problems with multiplication and division situations.
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 ★	3NW	3.4(K) 3.4(G)	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(K) 3.5(B) 3.4(G) 3.5(D)	I can: <ul style="list-style-type: none"> solve multi-step problems involving multiplication or division within 100 using methods listed in 1.0 content (within the basic facts of 10x10). represent multi-step problems involving multiplication or division within 100 using: <ul style="list-style-type: none"> arrays, strip diagrams, and/or equations use strategies and algorithms, including the standard algorithm, to solve a two-digit number by a one-digit number multiplication problem. determine the unknown whole number in a two step multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.
2.0	2NW	3.4(K) 3.5(B) 3.5(D)	I can: <ul style="list-style-type: none"> solve one-step problems involving multiplication or division within 100 using methods listed in 1.0 content (within the basic facts of 10x10). represent one step problems involving multiplication or division within 100 using: <ul style="list-style-type: none"> arrays, strip diagrams, and/or equations determine the unknown whole number in a one step multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product.
1.5		3.4(H) 3.4(J)	I can: <ul style="list-style-type: none"> model 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. relate the product from a multiplication number sentence to that of a quotient in a division number sentence.
1.0		3.4(D) 3.4(E)	I can: <ul style="list-style-type: none"> model 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. connect the relationship between the factors and product in a multiplication situation.
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 contextual division situations in which a set of concrete objects is separated into equivalent sets. OR <ul style="list-style-type: none"> demonstrate partial understanding of the 1.0 content.



FISD 3rd Grade Learning Progression

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.
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	3NW	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 or 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).
1.5		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)	I can: <ul style="list-style-type: none"> represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects, pictorial models, strip diagrams and number lines.
0.5		2.3(C) 2.3(A)	Pre-Requisite Skills: I can: <ul style="list-style-type: none"> recognize how many parts it takes to equal one whole. 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.