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: ● 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: ● compare and order numbers up to 100,000 with like places using symbols >, <, =, and their inverse statements.
2.5		3.2(D)	I can: ● compare and order numbers up to 100,000 with unlike places using symbols >, <, =, and their inverse statements.
2.0		3.2(A)	I can: ● read, write, compose, and decompose numbers to 100,000 through representation in multiple ways including: ○ expanded form ○ expanded notation
1.5		3.2(A)	I can: ● 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: ● read and build numbers to 100,000 using a concrete model in multiple ways. ● read and write numbers to 100,000 using standard form.
0.5		2.2(A) 2.2(D) 2.7(B)	Pre-Requisite Skills: I can: ● compose and decompose numbers to 1,200 through representation in multiple ways. ● explain and justify multiple representations of a whole number up to at least 1,200. ● describe relationships in the place value system. ● order (least to greatest/greatest to least) and justify a set of numbers up to 1,200. ● read and write comparative statements and their inverse 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. OR ● 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: ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ✯	3NW	3.4(A) 3.5(A)	I can: ● solve multi-step problems involving addition and subtraction within 1,000 using strategies based on place value and the relationship between addition and subtraction. ● represent multi-step problems involving addition and subtraction of whole numbers to 1,000 using: ○ pictorial models ○ strip diagrams ○ number lines ○ equations
2.5		3.4(A) 3.5(A)	I can: ● Partial knowledge of 3.0.
2.0	2NW	3.4(A) 3.5(A)	I can: ● add and subtract 3-digit numbers to find sums and differences within 1,000 **with** regrouping using a variety of strategies based on place value. ● represent and solve one-step addition and subtraction word problems **with** regrouping using: ○ pictorial models ○ strip diagrams ○ number lines ○ equations
1.5		3.4(A) 3.5(A)	I can: ● Partial knowledge of 2.0.
1.0	1NW	3.4(A) 3.5(A)	I can: ● 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. ● represent and solve one-step addition and subtraction word problems **without** regrouping using: ○ pictorial models ○ strip diagrams ○ number lines ○ equations
0.5		2.4(C) 2.4(D) 2.7(C)	Pre-Requisite Skills: I can: ● 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 ● demonstrate partial understanding of the 1.0 content.

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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: ● use the skills acquired below to create, design, elaborate, and/or develop a deeper level of understanding.
3.0 ✯	4NW	3.4(G) 3.4(K) 3.5(B)	I can: ● 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	3NW	3.4(G)	I can: ● 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: ● solve one-step problems involving multiplication or division within 100. ● represent one step multiplication and division problems within 100 using ○ arrays ○ strip diagrams ○ equations
1.5	2NW	3.4(H)	I can: ● represent division and write an associated number sentence using using a variety of methods including: ○ 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: ● represent multiplication and write an associated number sentence using a variety of methods including: ○ 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: ● 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 ● 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: ● 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: ● 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: ● 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. ● 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).
2.0	3NW	3.3(H) 3.3(E)	I can: ● 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		3.3(C) 3.3(D)	I can: ● 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: ● 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 ○ number lines
0.5		2.3(C)	Pre-Requisite Skills: I can: ● 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 ● demonstrate partial understanding of 1.0 content.