Revised April 2024

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 with the same number of digits, up to 100,000, using symbols >, <, =, and their inverse statements
2.5		3.2(D)	I can: ● 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: ● 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: ○ 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 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: ● 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 ● 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 ✯	2NW	3.4(A) 3.5(A)	I can: ● represent and solve multi-step problems involving addition and subtraction within 1,000, with or without regrouping, using strategies based on place value: ○ pictorial models ○ strip diagrams ○ number lines ○ equations
2.5		3.4(A) 3.5(A)	I can: ● represent and solve one-step problems involving addition and subtraction within 1,000, with or without regrouping, using strategies based on place value: ○ pictorial models ○ strip diagrams ○ number lines ○ equations
2.0	1NW	3.4(A)	I can: ● 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: ● 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: ● 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: ● 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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Yearly Target	Nine Weeks Target	TEKS	**Priority Topic:** I can solve for products and quotients within 100.
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(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		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	2NW	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		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.

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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 ● 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: ● 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: ● 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: ● 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 whole 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.