



Grade 3 Scope and Sequence

Bluebonnet Learning K–5 Math Instructional Materials: Grade 3 Scope and Sequence			
Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	A: Multiplication and the Meaning of the Factors B: Division as an Unknown Factor Problem C: Multiplication Using Units of 2 and 3 Mid-Module Assessment Task D: Division Using Units of 2 and 3 E: Multiplication and Division Using Units of 4 F: Distributive Property and Problem Solving Using Units of 2–5 and 10 End-of-Module Assessment Task Assessments: 2 Lessons days: 19 Assessment days: 3 Total instructional days: 22	Students conceptual understanding of multiplication and division with units of 2–5 and 10, exploring the relationship between multiplication and division, and solving word problems. Students will: - Identify the number of groups and the size of each group in an array. - Write multiplication equations using an array. - Divide objects into equal groups or show how many objects are in a group. - Solve word problems with unknown factors and find the quotient. - Show understanding of the commutative property and the break apart and distribute strategy and solve word problems involving these two strategies. - Solve word problems involving the two different types of division problems (determine the size of the group or determine the number of groups). - Solve multiplication and division problems that use units of 2–5 and 10. - Break apart arrays and number bonds into smaller multiplication and division problems using the break apart and distribute strategy. - Solve two-step word problems using addition, subtraction, multiplication, and/or division.	TEKS <u>MPS</u> 3.1A 3.1B 3.1D 3.1F 3.1G TEKS 3.4D 3.4E 3.4F 3.4H 3.4J 3.4K 3.5A 3.5B 3.5D ELPS 1.A 1.E 1.F 2.C 2.E 2.I 3.B 3.C 3.D 3.E

Grade 3 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
			3.F 3.G 3.H 4.D 4.G 5.B
Module 2: Place Value and Problem Solving with Units of Measure	A: Time Measurement and Problem Solving B: Measuring Weight and Liquid Volume C: Place Value and Comparing Multi-Digit Whole Numbers Mid-Module Assessment Task D: Rounding to the Nearest Ten, Hundred, Thousand, and Ten Thousand E: Two- and Three-Digit Measurement Addition Using the Standard Algorithm F: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm End-of-Module Assessment Task Assessments: 2 Lessons days: 28 Assessment days: 3 Total instructional days: 31	Students explore measurement of time, weight, and liquid volume, and extend place value understanding to numbers up to 100,000. Students will: - Solve word problems involving addition and subtraction of time intervals. - Measure weight by using pounds and ounces and measure liquid volume by using gallons, quarts, pints, cups, fluid ounces, liters, and milliliters. - Solve word problems involving weight, liquid volume, and capacity. - Represent numbers up to 100,000 on a place value chart. - Write numbers in unit form, standard form, expanded form, expanded notation, and word form. - Compare numbers using $<$, $>$, or $=$. - Order whole numbers using place value and number lines. - Round numbers to the nearest ten and hundred using a vertical number line. - Estimate sums and differences by rounding or by using compatible numbers. - Add and subtract two- and three-digit numbers using the standard algorithm. - Solve one- and two-step word problems involving addition and subtraction.	<u>TEKS MPS</u> 3.1D 3.1E 3.1F <u>TEKS</u> 3.2A 3.2B 3.2C 3.2D 3.4A 3.4B 3.5A 3.7C 3.7D 3.7E <u>ELPS</u> 1.A 1.D 1.E 2.C 2.E 2.I



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10	A: Multiplication as Comparison B: The Properties of Multiplication and Division C: Multiplication and Division Using Units of 6 and 7 D: Multiplication and Division Using Units up to 8 Mid-Module Assessment Task E: Multiplication and Division Using Units of 9 F: Analysis of Patterns and Problem Solving Including Units of 0 and 1 G: Multiplication of Single-Digit Factors and Two-Digit Factors End-of-Module Assessment Task Assessments: 2 Lessons days: 23 Assessment days: 3 Total instructional days: 26	Students explore multiplication and division with units of 0, 1, 6–9, and multiples of 10, multiplying two-digit numbers by one-digit numbers, and solving word problems. Students will: - Explore multiplication as a comparison of one quantity to another and determine how many times greater one quantity is than another by using strip diagrams. - Use input–output tables to explore multiplication as a comparison. For example, if 2 items go into a box and 4 items come out, the number that comes out is 2 times as much as the number that goes in. - Find the value of the unknown in simple equations and in word problems. - Solve multiplication and division problems that use units of 0, 1, 6, 7, 8, and 9. - Use parentheses to group numbers to make an easier problem. - Use the Read–Draw–Write process to solve two-step word problems involving addition, subtraction, multiplication, and division. - Use place value disks and a place value chart to solve multiplication problems.	3.C 3.D 3.E 3.F 3.H 4.D 4.G 5.B <u>TEKS MPS</u> 3.1D 3.1E 3.1F <u>TEKS</u> 3.2B 3.4D 3.4E 3.4F 3.4G 3.4I 3.4K 3.5A 3.5B 3.5C 3.5D 3.5E 3.4H <u>ELPS</u> 1.B 1.E



Grade 3 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
		- Multiply two-digit numbers by one-digit numbers by drawing models and by using the standard algorithm. - Solve word problems that require multiplying two-digit numbers by one-digit numbers.	1.F 2.C 2.D 2.E 2.I 3.D 3.E 3.F 3.G 3.H 4.C 4.F 4.G 5.G
Module 4: Multiplication and Area	A: Concepts of Area Measurement B: Arithmetic Properties and Applications of Area End-of-Module Assessment Task Assessments: 1 Lessons days: 8 Assessment days: 2 Total instructional days: 10	Students explore area as an attribute of two-dimensional figures and relating it to prior understandings of multiplication. Students will: - Label the side lengths of rectangles based on the number of square tiles shown. - Skip-count to find the unknown area and write multiplication sentences that describe an array. - Find the unknown side length when given the area and one side length of a rectangle. - Draw rows and columns to determine the area of a rectangle given an incomplete array. - Use multiplication to determine the area of a rectangle. - Break apart rectangles and reconnect the pieces to form new rectangles, showing that the areas are still the same.	<u>TEKS</u> <u>MIPS</u> 3.1B 3.1C 3.1D 3.1E 3.1F 3.1G <u>TEKS</u> 3.6C 3.6D 3.4F <u>ELPS</u> 1.A



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
		Find the total area of combined rectangles when given the dimensions of some of the side lengths.	1.F 2.C 2.E 2.I 3.D 3.E 3.F 4.F 4.G 5.G
Module 5: Fractions as Numbers on the Number Line	A: Partitioning a Whole into Equal Parts B: Unit Fractions and Their Relation to the Whole C: Comparing Unit Fractions and Specifying the Whole Mid-Module Assessment Task D: Fractions on the Number Line E: Equivalent Fractions F: Comparison and Size of Fractions End-of-Module Assessment Task Assessments: 2 Lessons days: 33 Assessment days: 3 Total instructional days: 36	Students extend and deepen prior knowledge of fractions as equal partitions of a whole to fractions as numbers on a number line. Students will: - Partition a line or shape into equal parts and name the fractional units. - Represent unit fractions in multiple ways. - Write a fraction as a sum of unit fractions. - Shade and compare fractional amounts using models. - Locate and label fractions on a number line. - Use a number line to compare fractions by reasoning about the distance of the fraction from zero and from other fractions. - Use drawings and number lines to determine whether two fractional amounts are equivalent. - Complete given fractions to make equivalent fractions $\left(\text{e.g., } \frac{1}{2} = \frac{2}{4} \right).$ - Show equivalent fractions on a number line. - Draw a model to compare fractions in word problems.	<u>TEKS MPS</u> 3.1E 3.1F 3.1G <u>TEKS</u> 3.3A 3.3B 3.3C 3.3D 3.3E 3.3F 3.3G 3.3H 3.6E 3.7A <u>ELPS</u> 1.A 1.D 1.E



Grade 3 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
			2.C 2.D 2.E 2.F 2.I 3.C 3.D 3.E 3.G 3.H 3.J 4.D 4.F 4.G 5.F 5.G
Module 6: Financial Literacy and Data	A: Financial Literacy B: Generate and Analyze Categorical Data C: Represent Number Pairs in a Table End-of-Module Assessment Task Assessments: 1 Lessons days: 15 Assessment days: 2 Total instructional days: 17	Students explore financial literacy and build on previous knowledge of data and graphing. Students will: - Find the value of a collection of coins and bills. - Explore different professions and their salaries. - Use the words <i>supply</i> and <i>demand</i> to explain how these concepts affect price. - Solve real-world problems related to saving money for a purchase. - Use the words <i>borrow</i> and <i>interest</i> to solve real-world problems. - Create pictographs, scaled bar graphs, and dot plots by using given data sets and answer questions about the data.	<u>TEKS MPS</u> 3.1C 3.1E 3.1F <u>TEKS</u> 3.4C 3.5E 3.8A 3.8B 3.9A 3.9B 3.9C



Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
		- Solve one- and two-step word problems by using data displayed in pictographs, bar graphs, and dot plots. - Analyze and create patterns and relationships between pairs of numbers in a table.	3.9D 3.9E 3.9F <u>ELPS</u> 1.A 1.F 2.C 2.E 2.I 3.D 3.E 3.F 3.J 4.E 5.G
Module 7: Geometry and Measurement Word Problems	A: Solving Word Problems B: Attributes of Two- and Three-Dimensional Figures C: Problem Solving with Perimeter Mid-Module Assessment Task D: Recording Perimeter and Area Data on Dot Plots E: Problem Solving with Perimeter and Area End-of-Module Assessment Task Assessments: 2 Lessons days: 20 Assessment days: 3 Total instructional days: 23	Students practice with word problems and investigate geometry and perimeter. Students will: - Solve a variety of one- and two-step word problems involving addition, subtraction, multiplication, and/or division by using the Read–Draw–Write (RDW) process. - Identify polygons based on their attributes. - Use a ruler and a right angle tool to draw figures with given attributes. - Classify and sort two- and three-dimensional figures according to their attributes (e.g., faces, edges, vertices). - Identify perimeter and distinguish it from the area of a shape. - Trace around shapes to conceptually understand perimeter.	<u>TEKS MPS</u> 3.1A 3.1B 3.1C 3.1E 3.1G <u>TEKS</u> 3.4K 3.5A 3.5B 3.6A 3.6B 3.7B 3.6C 3.8A



Grade 3 Scope and Sequence (Continued)

Module	Topics and Instructional Days	Knowledge and Skills	Standards (Bold = focus standard)
		• Measure and label side lengths to calculate the perimeter of given shapes. • Determine the perimeters of irregular shapes made up of several rectangles and of regular polygons that have unknown measurements. • Compare, analyze, and draw conclusions about the perimeters and areas of different rectangles. • Create and analyze dot plots. • Solve word problems involving area and perimeter. • Determine both the area and perimeter when given a model or a word problem.	<u>ELPS</u> 1.D 1.E 1.F 2.C 2.E 2.I 3.C 3.E 3.G 3.H 3.J 4.G 5.B 5.G
	Total instructional days: 165		

