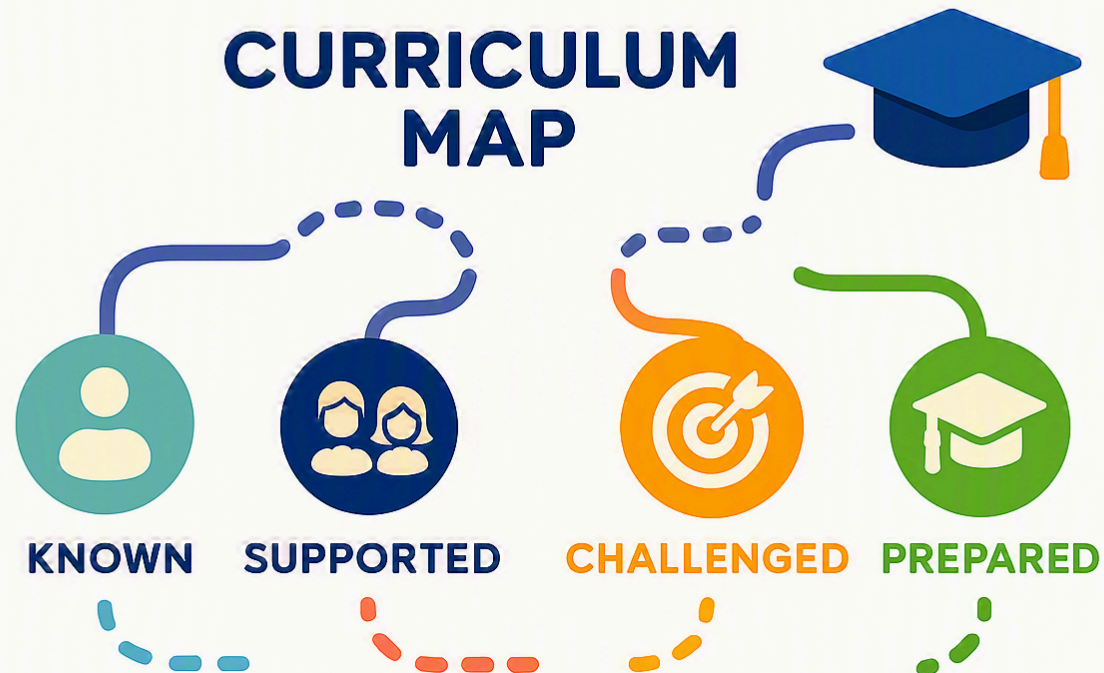


Every student in BISD will be known,  
supported, challenged, and prepared.



| <b>Quarter 1</b><br><i>August 12, 2026 - October 8, 2026</i>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Learning Objective                                                                                                                                                                                                       | TEKS                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>The student will be able to . . .</i>                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>correctly find the total number of objects in a collection of equal groups.</li> </ul>                                                                                            | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.4H</b> determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally</p> |
| <ul style="list-style-type: none"> <li>describe and draw arrays for multiplication stories, and write multiplication expressions and equations for arrays.</li> <li>relate multiplication to the array model.</li> </ul> | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.4D</b> determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10</p>               |

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| <ul style="list-style-type: none"> <li>identify which factor represents the number of groups and which represents the size of each group in a multiplication equation.</li> </ul>                                                                                                                                                                                               | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations</p> <p><b>3.4D</b> determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10</p> <p><b>3.4E</b> represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting</p> |
| <ul style="list-style-type: none"> <li>identify the size of the group in various division problems.</li> <li>show understanding that when dividing, the unknown can represent the number of groups.</li> <li>use arrays to relate the unknown in division to the unknown factor in multiplication.</li> <li>interpret the unknown in division using the array model.</li> </ul> | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.4H</b> determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally</p> <p><b>3.4J</b> determine a quotient using the relationship between multiplication and division</p> <p><b>3.5D</b> determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product</p>                                                         |
| <ul style="list-style-type: none"> <li>represent or solve multiplication facts using repeated addition, equal-sized groups, equal jump on a number line, and skip-counting.</li> </ul>                                                                                                                                                                                          | <p><b>3.4D</b> determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10</p> <p><b>3.4E</b> represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <ul style="list-style-type: none"> <li>represent or solve multiplication facts using various strategies, including area models.</li> </ul>                                                                                  | <p><b>3.4D</b> determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10</p> <p><b>3.4E</b> represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting</p> <p><b>3.4F</b> recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts</p> |
| <ul style="list-style-type: none"> <li>use divisibility rules to determine if a number is even or odd.</li> </ul>                                                                                                           | <p><b>3.4I</b> determine if a number is even or odd using divisibility rules</p>                                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>represent or solve one-step multiplication and division problems using arrays and equations.</li> </ul>                                                                              | <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation</p>                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>determine the unknown using the relationship between multiplication and division.</li> </ul>                                                                                         | <p><b>3.4F</b> recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts</p> <p><b>3.4J</b> determine a quotient using the relationship between multiplication and division</p> <p><b>3.5D</b> determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product</p>                                                                  |
| <ul style="list-style-type: none"> <li>represent or solve one-step multiplication and division problems using strip diagrams and equations.</li> </ul>                                                                      | <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation</p>                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>represent, describe, and solve a multiplication expression as a comparison.</li> </ul>                                                                                               | <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation</p> <p><b>3.5C</b> describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24</p>                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>represent or solve one-step problems involving multiplication and division using pictorial models.</li> <li>represent or solve one-step problems involving multiplication</li> </ul> | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of</p>                                                                                                                                                                                                                                                    |

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| and division using various strategies.                                                                                                                                                                                                          | operations; or recall of facts<br><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>represent multiplication involving a two-digit number by a one-digit number using concrete and pictorial models.</li> </ul>                                                                              | <b>3.4E</b> represent multiplication facts by using a variety of approaches such as repeated<br><b>3.4G</b> use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties                                                |
| <ul style="list-style-type: none"> <li>multiply a two-digit number by a one-digit number using area models and partial products.</li> <li>multiply a two-digit number by a one-digit number using the distributive property.</li> </ul>         | <b>3.4G</b> use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties                                                                                                                                                |
| <ul style="list-style-type: none"> <li>multiply a two-digit number by a one-digit number using various strategies.</li> </ul>                                                                                                                   | <b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts<br><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations |
| <ul style="list-style-type: none"> <li>multiply a two-digit number by a one-digit number using partial products and the standard algorithm.</li> <li>multiply a two-digit number by a one-digit number using the standard algorithm.</li> </ul> | <b>3.4G</b> use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties                                                                                                                                                |
| <ul style="list-style-type: none"> <li>represent, describe, or solve a multiplication expression as a comparison.</li> </ul>                                                                                                                    | <b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation<br><b>3.5C</b> describe a multiplication expression as a comparison such as 3 x 24 represents 3 times as much as 24                                                                                                                                      |

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| <ul style="list-style-type: none"> <li>• represent or solve multi-step problems involving multiplication and division.</li> </ul>                                                                                                                                                                                 | <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equation</p> <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> |
| <ul style="list-style-type: none"> <li>• represent or describe a real-world relationship using number pairs. (additive)</li> <li>• represent or describe a real-world relationship using number pairs. (multiplicative)</li> <li>• represent or describe a real-world relationship using number pairs.</li> </ul> | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• describe the relationship between place values and the values of digits using concrete and pictorial models.</li> </ul>                                                                                                                                                  | <p><b>3.2B</b> describe the mathematical relationships found in the base-10 place value system through the hundred thousands place</p>                                                                                                                                                                                                                                                                          |

| <b>Quarter 2</b><br><i>October 14, 2026 - December 18, 2026</i>                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Learning Objective                                                                                                                                                                                                             | TEKS                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <i>The student will be able to ...</i>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>compose and decompose whole numbers up to 100,000 using concrete and pictorial models.</li> <li>represent the value of whole numbers using expanded notation.</li> </ul>                | <b>3.2A</b> compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>compose and decompose whole numbers up to 100,000 using concrete and pictorial models.</li> <li>compose and decompose whole numbers up to 100,000 using a place value chart.</li> </ul> | <b>3.2D</b> compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$ , $<$ , or $=$                                                                                                                                                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>represent or solve multiplication facts using various strategies, including array models.</li> </ul>                                                                                    | <b>3.4D</b> determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10<br><b>3.4E</b> represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting<br><b>3.4F</b> recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts |
| <ul style="list-style-type: none"> <li>order numbers up to 100,000 using a number line to the nearest 10 or 100.</li> <li>order numbers up to 100,000 using a number line to the nearest 10, 100, 1,000, or 10,000)</li> </ul> | <b>3.2C</b> represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers                                                                                                                                                                                                                                                       |

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| <ul style="list-style-type: none"> <li>determine the unknown number using the relationship between and division.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>3.4F</b> recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts</p> <p><b>3.4J</b> determine a quotient using the relationship between multiplication and division</p> <p><b>3.5D</b> determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product</p>                                                                                                                                              |
| <ul style="list-style-type: none"> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 using part-part-whole.</li> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (joining and separating - change unknown).</li> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (joining and separating - start unknown).</li> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (comparison: difference unknown).</li> </ul> | <p><b>3.4A</b> 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</p> <p><b>3.4B</b> round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems</p> <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p> |
| <ul style="list-style-type: none"> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (part-part-whole).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>3.4A</b> 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</p> <p><b>3.4B</b> round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems</p>                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (comparison: larger unknown).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>3.4A</b> 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</p>                                                                                                                                                                                                                                                                                                                                 |

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| <ul style="list-style-type: none"> <li>• Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (comparison: smaller than unknown).</li> <li>• Represent, estimate and solve one-step addition and subtraction problems up to 1,000 (all types)</li> <li>• Represent, estimate and solve two-step addition and subtraction problems up to 1,000.</li> </ul> | <p>and subtraction</p> <p><b>3.4B</b> round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems</p> <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p>                                                                               |
| <ul style="list-style-type: none"> <li>• represent and solve two-step addition and subtraction problems up to 1,000.</li> </ul>                                                                                                                                                                                                                                                           | <p><b>3.4A</b> 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</p> <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p> |
| <ul style="list-style-type: none"> <li>• determine the perimeter of a polygon using concrete and pictorial models - ruler.</li> <li>• determine the perimeter of a polygon with all sides lengths labeled.</li> </ul>                                                                                                                                                                     | <p><b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems</p>                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• represent or describe a real-world relationship using number pairs.</li> </ul>                                                                                                                                                                                                                                                                   | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>• determine the perimeter of a polygon using geometric properties.</li> <li>• determine the missing side length of a polygon.</li> </ul>                                                                                                                                                                                                           | <p><b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems</p>                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>• determine the area of a rectangle using multiplication.</li> </ul>                                                                                                                                                                                                                                                                               | <p><b>3.6C</b> determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times</p>                                                                                                                                                                                                                                                              |

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|                                                                                                                                 | the number of unit squares in each row                                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>Determine perimeter of a polygon. (all sides labeled and missing side length)</li> </ul> | <b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>determine the area of a rectangle using multiplication.</li> </ul>                       | <b>3.6C</b> determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row                                                                                                                                     |
| <ul style="list-style-type: none"> <li>determine the area of composite figures.</li> </ul>                                      | <b>3.6D</b> decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area                                                                                                                                               |
| <ul style="list-style-type: none"> <li>determine the perimeter and area of a polygon.</li> </ul>                                | <b>3.6C</b> determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row<br><b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems |

| <b>Quarter 3</b><br><i>January 5, 2027 - March 19, 2027</i>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Learning Objective                                                                                                                                                                                                                                                             | TEKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>The student will be able to ...</i>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>represent and explain a unit fraction with denominators of 2, 4, and 8 using concrete and pictorial models.</li> <li>represent and explain a unit fraction with denominators of 3 and 6 using concrete and pictorial models.</li> </ul> | <p><b>3.3A</b> represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial</p> <p><b>3.3C</b> explain that the unit fraction <math>\frac{1}{b}</math> represents the quantity formed by one part of a whole that has been partitioned into <math>b</math> equal parts where <math>b</math> is a non-zero whole number.</p>                                                              |
| <ul style="list-style-type: none"> <li>represent fractions on a number line.</li> </ul>                                                                                                                                                                                        | <p><b>3.3B</b> determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p><b>3.7A</b> represent fractions of halves, fourths, and eighths as distances from zero on a number line.</p>                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>represent fractions using various strategies</li> </ul>                                                                                                                                                                                 | <p><b>3.3A</b> represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial</p> <p><b>3.3B</b> determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line.</p> <p><b>3.7A</b> represent fractions of halves, fourths, and eighths as distances from zero on a number line.</p> |

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| <ul style="list-style-type: none"> <li>compose and decompose a fraction into a sum of its unit fractions.</li> </ul>                                                                                                                                                                                            | <p><b>3.3D</b> compose and decompose a fraction <math>a/b</math> with a numerator greater than zero and less than or equal to <math>b</math> as a sum of parts <math>1/b</math>.</p>                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>partition an object or a set of objects to solve problems related to fractions</li> </ul>                                                                                                                                                                                | <p><b>3.3E</b> solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8.</p>                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>decompose two congruent two-dimensional figures into parts with equal areas</li> </ul>                                                                                                                                                                                   | <p><b>3.6E</b> decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape</p>                                                                                                                                  |
| <ul style="list-style-type: none"> <li>represent and explain why two fractions are equivalent using concrete and pictorial models.</li> </ul>                                                                                                                                                                   | <p><b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.</p> <p><b>3.3G</b> explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.</p> |
| <ul style="list-style-type: none"> <li>Determine the perimeter and area of a polygon.</li> </ul>                                                                                                                                                                                                                | <p><b>3.6C</b> determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row</p> <p><b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems</p>                                             |
| <ul style="list-style-type: none"> <li>represent and explain why two fractions are equivalent using pictorial models.</li> <li>represent and explain why two fractions are equivalent using two number lines.</li> <li>represent and explain why two fractions are equivalent using one number line.</li> </ul> | <p><b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.</p> <p><b>3.3G</b> explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent</p>                                                          |

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|                                                                                                                                                                                                                                                                                                                      | the same portion of a same size whole for an area model.                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>compare two fractions with the same denominator using concrete and pictorial models.</li> </ul>                                                                                                                                                                               | <b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>represent and explain why two fractions are equivalent using various strategies.</li> </ul>                                                                                                                                                                                   | <b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.<br><b>3.3G</b> explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model. |
| <ul style="list-style-type: none"> <li>compare two fractions with the same numerator using concrete and pictorial models.</li> <li>compare two fractions using concrete and pictorial models.</li> <li>compare two fractions using number lines.</li> <li>compare two fractions using various strategies.</li> </ul> | <b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>compare two fractions and represent equivalent fractions.</li> </ul>                                                                                                                                                                                                          | <b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.<br><b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.  |
| <ul style="list-style-type: none"> <li>represent and solve problems using data from a frequency table.</li> <li>represent and solve problems using data from a frequency table or bar graph.</li> <li>represent and solve problems using data from a frequency table</li> </ul>                                      | <b>3.8A</b> summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.<br><b>3.8B</b> solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph                                                                              |

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| or pictograph.                                                                                                                                                                                                                                                                                                                                                                                     | with scaled intervals.                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>compare two fractions using various strategies.</li> </ul>                                                                                                                                                                                                                                                                                                  | <b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.                                                                                                          |
| <ul style="list-style-type: none"> <li>represent and solve problems using data from a frequency table, bar graph, or pictograph.</li> <li>represent and solve problems using data from a frequency table or dot plot with intervals of one.</li> <li>represent and solve problems using data from a frequency table, bar graph, or dot plot with intervals of one and greater than one.</li> </ul> | <b>3.8A</b> summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.<br><b>3.8B</b> solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. |
| <ul style="list-style-type: none"> <li>determine the attributes of two-dimensional figures.</li> </ul>                                                                                                                                                                                                                                                                                             | <b>3.6B</b> use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories.                                                                                        |
| <ul style="list-style-type: none"> <li>represent and solve problems using data from a frequency table, bar graph, pictograph, or dot plot.</li> </ul>                                                                                                                                                                                                                                              | <b>3.8A</b> summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.<br><b>3.8B</b> solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. |
| <ul style="list-style-type: none"> <li>classify two-dimensional figures.</li> <li>classify three-dimensional figures.</li> <li>classify and sort two and three-dimensional figures based on attributes.</li> </ul>                                                                                                                                                                                 | <b>3.6A</b> classify and sort two- and three-dimensional solids, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language.                                                                                                          |

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| <ul style="list-style-type: none"><li>● determine the length of two or more intervals of time.</li><li>● determine the end time of an event given the start time and the duration of one or more events.</li></ul> | <b>3.7C</b> determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes                                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>● Represent and solve one-step addition and subtraction problems up to 1,000.</li></ul>                                                                                      | <b>3.4A</b> 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<br><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equation |

| <b>Quarter 4</b><br><i>March 22, 2027 - May 27, 2027</i>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
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| Learning Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | TEKS                                                                                                                                                                                                                                                                                                                                                                                          |
| <i>The student will be able to ...</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>Determine the start time of an event given the end time and the duration of an event.</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | <b>3.7C</b> determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>determine the appropriate units and tools to measure liquid volume. (customary system)</li> <li>determine the appropriate units and tools to measure liquid volume. (customary system or metric system)</li> <li>determine the appropriate units and tools to measure weight of objects. (customary system)</li> </ul>                                                                                                                                        | <b>3.7D</b> determine when it is appropriate to use measurements of liquid volume (capacity) or weight<br><b>3.7E</b> determine liquid volume (capacity) or weight using appropriate units and tools                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>determine the value of a collection of coins and bills.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            | <b>3.4C</b> determine the value of a collection of coins and bills                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>identify the cost and benefits of planned and unplanned spending decisions, and explain how credit can help when expenses exceed available funds, the responsibility of repaying with interest, and the benefits of a savings plan.</li> <li>explain how human capital and labor influence income, identify decisions on spending, saving, credit, and charitable giving, and describe how the availability or scarcity of resources affect costs.</li> </ul> | <b>3.9D</b> explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest<br><b>3.9E</b> list reasons to save and explain the benefit of a savings plan, including for college<br><b>3.9F</b> identify decisions involving income, spending, saving credit and charitable giving |

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| <ul style="list-style-type: none"> <li>determine the appropriate units and tools to measure liquid volume or weight of objects. (customary and metric systems)</li> </ul> | <p><b>3.9A</b> explain the connection between human capital/labor and income</p> <p><b>3.9B</b> describe the relationship between the availability or scarcity of resources and how that impacts cost</p> <p><b>3.9C</b> identify the costs and benefits of planned and unplanned spending decisions</p>                                                                                                            |
| <ul style="list-style-type: none"> <li>determine the appropriate units and tools to measure liquid volume. (customary system)</li> </ul>                                  | <p><b>3.7D</b> determine when it is appropriate to use measurements of liquid volume (capacity) or weight</p> <p><b>3.7E</b> determine liquid volume (capacity) or weight using appropriate units and tools</p>                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>represent and</li> <li>solve addition and subtraction problems up to 1,000.</li> </ul>                                             | <p><b>3.4A</b> 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</p> <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equation</p> |
| <ul style="list-style-type: none"> <li>represent or solve problems involving multiplication and division.</li> </ul>                                                      | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations</p>    |
| <ul style="list-style-type: none"> <li>represent or solve problems involving addition, subtraction, multiplication, and/or division.</li> </ul>                           | <p><b>3.4A</b> 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</p>                                                                                                                                                                         |

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|                                                                                                                                                                                                         | <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equation</p> <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations</p> |
| <ul style="list-style-type: none"> <li>represent or describe a real-world relationship using number pairs.</li> </ul>                                                                                   | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>represent and explain why two fractions are equivalent.</li> </ul>                                                                                               | <p><b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines.</p> <p><b>3.3G</b> explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model.</p>                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>compare two fractions</li> </ul>                                                                                                                                 | <p><b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial</p>                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>represent or describe a real-world relationship using number pairs.</li> </ul>                                                                                   | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>represent and solve problems using data from a frequency table or pictograph.</li> <li>represent and solve problems using data from a frequency table</li> </ul> | <p><b>3.8A</b> summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p> <p><b>3.8B</b> solve one- and two-step problems using categorical data</p>                                                                                                                                                                                                                                                                                                                                                           |

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| <ul style="list-style-type: none"> <li>or dot plot.</li> <li>represent and solve problems using data from a frequency table bar graph, or pictograph.</li> </ul> | <p>represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>represent the value of whole numbers using expanded notation.</li> </ul>                                                  | <p><b>3.2A</b> compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate</p>                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>represent and solve problems using data from a frequency table or dot plot.</li> </ul>                                    | <p><b>3.8A</b> summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals.<br/><b>3.8B</b> solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.</p>                                                                                         |
| <ul style="list-style-type: none"> <li>represent the value of whole numbers using expanded notation</li> </ul>                                                   | <p><b>3.2A</b> compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate</p>                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>compare and order numbers up to 100,000.</li> </ul>                                                                       | <p><b>3.2D</b> compare and order whole numbers up to 100,000 and represent comparisons using the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math></p>                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>represent and solve addition and subtraction problems.</li> </ul>                                                         | <p><b>3.4A</b> 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<br/><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p> |

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| <ul style="list-style-type: none"> <li>represent problems involving multiplication and division.</li> </ul>                                                                                                                                                                                              | <p><b>3.4K</b> solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts</p> <p><b>3.5B</b> represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations</p>     |
| <ul style="list-style-type: none"> <li>represent and solve addition and subtraction problems.</li> </ul>                                                                                                                                                                                                 | <p><b>3.4A</b> 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</p> <p><b>3.5A</b> represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations</p> |
| <ul style="list-style-type: none"> <li>represent or describe real-world relationships using number pairs. (additive)</li> <li>represent or describe real-world relationships using number pairs. (multiplicative)</li> <li>represent or describe real-world relationships using number pairs.</li> </ul> | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>solve problems related to the area of rectangles</li> </ul>                                                                                                                                                                                                       | <p><b>3.6C</b> determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row</p>                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>represent or describe real-world relationships using number pairs.</li> </ul>                                                                                                                                                                                     | <p><b>3.5E</b> represent real-world relationships using number pairs in a table and verbal descriptions</p>                                                                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"> <li>solve problems related to perimeter using pictorial models.</li> <li>solve problems related to perimeter.</li> </ul>                                                                                                                                              | <p><b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems</p>                                                                                                                                                                                                                                                                              |

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| <ul style="list-style-type: none"> <li>compose and decompose a fraction into a sum of its unit fractions.</li> </ul> | <b>3.3D</b> compose and decompose a fraction $a/b$ with a numerator greater than zero and less than or equal to $b$ as a sum of parts $1/b$                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>represent equivalent fractions using various strategies.</li> </ul>           | <b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>solve problems related to perimeter.</li> </ul>                               | <b>3.7B</b> determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"> <li>represent equivalent fractions using various strategies.</li> </ul>           | <b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>compare two fractions using various strategies.</li> </ul>                    | <b>3.3F</b> represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines<br><b>3.3H</b> compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. |