

Grade 3 Skills Across the Grade Levels Unit One

The table below shows the major skills and concepts addressed in Unit One. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT ONE	GRADE 2	GRADE 3, UNIT 1	ELSEWHERE IN GRADE 3	GRADE 4
Demonstrate the meaning of addition and subtraction using models, words, and/or numbers	R/E	R/E	Units Two, Five, and Six August/September–November, January, and March Number Corner	R/E
Use strategies in the development and demonstration of computational fluency with addition and subtraction facts to 20	M	R/E	Unit Two August/September and October Number Corner	S
Recall basic addition facts with sums to 20	M	R/E	Unit Two August/September and October Number Corner	S
Recall basic subtraction facts from 20	M	R/E	Unit Two August/September and October Number Corner	S
Describe, extend, and make generalizations about numeric and geometric patterns	D	D	Units Two and Five All months of Number Corner	D
Determine one quantity when given another based on a simple relationship	D	M	Units Five and Seven	R/E
Estimate and measure length in inches	M	R/E	Unit Eight	R/E

I – Skill or concept is introduced or re-introduced.

D – Skill or concept is developed.

M – Skill or concept is expected to be mastered.

R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Grade 3 Skills Across the Grade Levels Unit Two

The table below shows the major skills and concepts addressed in Unit Two. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT TWO	GRADE 2	GRADE 3, UNIT 2	ELSEWHERE IN GRADE 3	GRADE 4
Read, write, order, model, compare, and identify place value of digits in whole numbers to 999	I	M	Unit Five (extends to 10,000) December–April Number Corner	S
Round whole numbers to the nearest ten	N/A	M	Unit Five (extends to hundreds)	S
Describe, extend, and make generalizations about numeric patterns	D	D	Units One and Five October, December–February, May/June Number Corner	D
Demonstrate the meaning of addition and subtraction using models, words, and numbers	R/E	R/E	Units One, Five, and Six November, March, and April Number Corner	R/E
Add 2-digit numbers with and without regrouping using a variety of strategies	M	R/E	Unit Five (extends to 3- and 4-digit numbers) November–April Number Corner	S
Subtract 2-digit numbers with and without regrouping using a variety of strategies	D	M	Unit Five (extends to 3- and 4-digit numbers) November–April Number Corner	S
Estimate sums and differences of 2-digit numbers	I/D	M	Unit Five (extends to 3- and 4-digit numbers)	S
Count, add, subtract, and estimate money amounts up to \$5 shown in decimal notation and as collections of coins and bills	I	D	Unit Six August/September January, February, April, and May/June Number Corner	S
Estimate and measure length in centimeters	M	R/E	Unit Eight	R/E

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R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

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N/A – Skills or concept is not addressed.

Grade 3 Skills Across the Grade Levels Unit Three

The table below shows the major skills and concepts addressed in Unit Three. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT THREE	GRADE 2	GRADE 3, UNIT 3	ELSEWHERE IN GRADE 3	GRADE 4
Recognize, describe, and compare a variety of 2- and 3-dimensional shapes	D	M	Unit Seven (focuses on 3-D geometry) November and March Number Corner	R/E
Understand and use formal geometric terms to identify, describe, and classify 2- and 3-dimensional shapes	D	D	Unit Seven (focuses on 3-D geometry) November and March Number Corner	D
Recognize congruent and similar shapes	N/A	D	Unit Seven (focuses on 3-D geometry) November Number Corner	D
Combine and divide shapes in more than one way to create other shapes	D	D		N/A
Identify right, acute, and obtuse angles	N/A	M	November Number Corner	R/E
Recognize lines of symmetry and create shapes with lines of symmetry	D	M	November Number Corner	R/E
Explore the effects of transformation (flips, slides, and turns) on 2-dimensional shapes	D	D	Unit Six	M

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R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

S – Support materials are provided for students who require intervention or additional practice.

N/A – Skills or concept is not addressed.

Grade 3 Skills Across the Grade Levels Unit Four

The table below shows the major skills and concepts addressed in Unit Four. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FOUR	GRADE 2	GRADE 3, UNIT 4	ELSEWHERE IN GRADE 3	GRADE 4
Use models, words, and/or numbers to demonstrate an understanding of multiplication and division repeated addition/subtraction, fair shares, equal groups, arrays, or skip counting	D	M	Unit Seven October, November, April, and May/June Number Corner	R/E
Demonstrate fluency with multiplication facts to 5×10	I	M	Unit Seven February–April Number Corner	R/E
Develop and use strategies for multiplication facts up to 10×10	N/A	I	Unit Seven October and February–April Number Corner	M
Explore the commutative, associative, and distributive properties of multiplication, as well as the special properties of 0 and 1 in multiplication	N/A	I	Unit Seven October, November, April, and May/June Number Corner	D
Develop and use strategies for finding the area of a rectangle	I	D	Units Six and Seven October Number Corner	M
Explore and apply the relationship between multiplication and division to solve problems	N/A	I	Unit Seven March Number Corner	D
Identifying and applying the operation needed to solve a problem	D	D	Units One, Two, and Five–Eight December–February Number Corner	M
Estimate and measure weight in ounces and pounds	N/A	M	Unit Eight	R/E

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N/A – Skills or concept is not addressed.

Grade 3 Skills Across the Grade Levels Unit Five

The table below shows the major skills and concepts addressed in Unit Five. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT FIVE	GRADE 2	GRADE 3, UNIT 5	ELSEWHERE IN GRADE 3	GRADE 4
Read, write, order, model, compare, and identify the place value of digits in whole numbers to 10,000	N/A	M	Unit Two (focused on 2- and 3-digit numbers) December–March Number Corner	R/E
Round whole numbers to the nearest hundred	N/A	M		S
Compose and decompose numbers to 10,000 by place value and use expanded notation to represent such numbers	I	M	Unit Two (focused on 2- and 3-digit numbers) December–February Number Corner	R/E
Demonstrate the meaning of addition and subtraction using models, words, and numbers	R/E	R/E	Units One, Two, and Six November, March, and April Number Corner	R/E
Add 3-digit numbers with and without regrouping using a variety of strategies	I	M	Unit Two (focused on 2- and 3-digit numbers) and Unit Six December–March Number Corner	S
Subtract 3-digit numbers with and without regrouping using a variety of strategies	N/A	M	Unit Two (focused on 2- and 3-digit numbers) and Unit Six December–March Number Corner	S
Estimate sums and differences of 3-digit numbers	N/A	M	Unit Two (focused on 2- and 3-digit numbers)	S
Identifying and applying the operation needed to solve a problem	D	D	Units One, Two, Four, and Six–Eight December–February Number Corner	M
Estimate and measure mass in grams	N/A	M	Unit Eight	R/E

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R/E – Skill or concept is reviewed, practiced, and/or extended to higher levels.

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N/A – Skills or concept is not addressed.

Grade 3 Skills Across the Grade Levels Unit Six

The table below shows the major skills and concepts addressed in Unit Six. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SIX	GRADE 2	GRADE 3, UNIT 6	ELSEWHERE IN GRADE 3	GRADE 4
Understand, model, read, and write common fractions using concrete models and visual representations	I	M	December, January, April, and May/June Number Corner	R/E
Order and compare common fractions using concrete models and visual representations	N/A	I/D	December, January, April, and May/June Number Corner	M
Explore different meanings for fractions (e.g., part of set, part of a whole) and the relationship between fractions and decimals in the context of money	N/A	I	December, January, April, and May/June Number Corner	D
Count, add, and subtract money amounts to \$10, including making change from \$5	I	M	Unit Two August/September January, February, April, and May/June Number Corner	S
Use decimal notation to show money amounts to \$10	I	M	Unit Two August/September January, February, April, and May/June Number Corner	S
Predict the likelihood of a particular outcome based on the initial conditions of a simple game involving spinners	I	D	Units One, Two and Four December, April, and May/June Number Corner	D
Record and systematically keep track of the outcomes when an event is repeated many times	I	D	Units One, Two, Four, and Eight October, December, April, and May/June Number Corner	R/E
Draw conclusions, make predictions, and draw inferences from data displays	I	D	Units One, Two, Four, and Eight October, February, April, and May/June Number Corner	R/E
Estimate and measure capacity in cups and quarts	N/A	M		R/E

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Grade 3 Skills Across the Grade Levels Unit Seven

The table below shows the major skills and concepts addressed in Unit Seven. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT SEVEN	GRADE 2	GRADE 3, UNIT 7	ELSEWHERE IN GRADE 3	GRADE 4
Recognize, describe, and compare a variety of 3-dimensional shapes	M	R/E	Unit Three March Number Corner	R/E
Understand and use formal geometric terms to identify, describe, and classify 3-dimensional shapes	D	D	Unit Three March Number Corner	D
Recognize congruent and similar shapes	N/A	D	Unit Three November Number Corner	D
Use models, words, and/or numbers to demonstrate an understanding of multiplication as repeated addition, equal groups, and arrays	D	R/E	Unit Four October, November, April, and May/June Number Corner	R/E
Explore the commutative, associative, and distributive properties of multiplication	N/A	I	Unit Four October, November, April, and May/June Number Corner	D
Use various strategies to multiply a 2-digit number by a 1-digit number	N/A	I	May/June Number Corner	M
Develop and use strategies for finding the area of a rectangle	I	D	Units Four and Six October Number Corner	M
Estimate and determine the surface area and volume of solid figures using a variety of strategies	N/A	I		D
Explore averaging problems by leveling off columns of cubes or base ten pieces	I	D		D
Find the average of large set of numbers using a calculator	N/A	I	Unit Eight	D
Estimate and measure capacity in milliliters and liters	N/A	M		R/E

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Grade 3 Skills Across the Grade Levels Unit Eight

The table below shows the major skills and concepts addressed in Unit Eight. It is meant to provide a quick snapshot of the expectations for students' progress during this unit, as well as information about how these topics are addressed in Bridges Grade 2, elsewhere in Grade 3, and also in Grade 4. The Competencies & Experiences chart in Getting Started (Appendix 1.7–1.12) provides more information about how the skills and concepts in each content strand are addressed through the grade levels.

MAJOR SKILL/CONCEPTS ADDRESSED IN UNIT EIGHT	GRADE 2	GRADE 3, UNIT 8	ELSEWHERE IN GRADE 3	GRADE 4
Record and systematically keep track of the outcomes when an event is repeated many times	I	M	Units One, Two, Four, and Six October, December, April, and May/June Number Corner	R/E
Collect, organize, and display the results of surveys or experiments	I	D		M
Draw conclusions, make predictions, and draw inferences from data displays	I	M	Units One, Two, Four, and Six October, February, April, and May/June Number Corner	R/E
Determine the mode and range of a data set	N/A	D		M
Identify the median of a data set	N/A	I/D		M
Find the average of large set of numbers using a calculator	N/A	D	Unit Seven	D

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N/A – Skills or concept is not addressed.