Eureka Math® TEKS Edition:
Guide to Content for Grade 3

Table of Contents

Introduction

This document provides an overview of the content contained in *Eureka Math TEKS Edition* and how that content aligns with the Texas Essential Knowledge and Skills (TEKS) for Mathematics.

Year at a Glance

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10	Place Value and Problem Solving with Units of Measure	Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10	Multiplication and Area	Fractions as Numbers on the Number Line	Financial Literacy and Data	Geometry and Measurement Word Problems
25 days	27 days	27 days	17 days	35 days	16 days	33 days
3.4D	**3.2A**	3.4D	**3.6C**	**3.3A**	3.4C	**3.4K**
3.4E	**3.2B**	**3.4E**	**3.6D**	**3.3B**	**3.7A**	**3.5A**
3.4F	**3.2C**	**3.4F**	3.4F	**3.3C**	**3.7D**	**3.5B**
3.4H	**3.2D**	**3.4G**		**3.3D**	**3.7E**	**3.6A**
3.4J	**3.4A**	3.4H		**3.3E**	**3.8A**	**3.6B**
3.4K	**3.4B**	**3.4I**		**3.3F**	**3.8B**	**3.7A**
3.5A	**3.7C**	**3.4K**		**3.3G**	**3.9A**	**3.7B**
3.5B	**3.7D**	**3.5A**		**3.3H**	**3.9B**	
3.5D	**3.7E**	**3.5B**		**3.6E**	**3.9C**	
		3.5C		**3.7A**	**3.9D**	
		3.5D			**3.9E**	
		3.5E			**3.9F**	

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

Scope and Sequence

Module 1	Lessons	TEKS Standards								
Topic A	1–3	**3.4D**	**3.4E**	**3.4F**	3.4K					
Topic B	4–6	**3.4H**	**3.4J**	**3.5D**	3.4K					
Topic C	7–10	**3.4D**	**3.4E**	**3.4F**	**3.4K**	3.5D				
Mid-Module Assessment										
Topic D	11–13	**3.4E**	**3.4F**	**3.4H**	**3.4J**	**3.5D**	3.4K	3.5A	3.5B	
Topic E	14–17	**3.4E**	**3.4K**	3.4D	3.4H	3.4J	3.5D			
Topic F	18–21	**3.4E**	**3.4F**	**3.4K**	**3.5A**	**3.5B**	3.4D	3.4H	3.4J	3.5D
End-of-Module Assessment										
Total number of days: 25										

Module 2	Lessons	TEKS Standards								
Topic A	1–3	**3.4A**	**3.7C**							
Topic B	4–9	**3.2A**	**3.4A**	**3.7D**	**3.7E**					
Topic C	10–12	**3.2A**	**3.2B**	**3.2D**						
Mid-Module Assessment										
Topic D	13–16	**3.2A**	**3.2B**	**3.2C**	**3.4B**					
Topic E	17–19	**3.2A**	**3.4A**	**3.4B**	3.2B	3.2C	3.7C	3.7D	3.7E	
Topic F	20–23	**3.2A**	**3.4A**	**3.4B**	3.2B	3.2C	3.7C	3.7D	3.7E	
End-of-Module Assessment										
Total number of days: 27										

Module 3	Lessons	TEKS Standards								
Topic A	1–4	**3.5C**	**3.5E**	3.4F						
Topic B	5–7	**3.4E**	**3.4K**	**3.5D**	**3.5E**	3.4D	3.4H			
Topic C	8–10	**3.4E**	**3.4K**	**3.5D**	3.4D	3.4H				
Topic D	11–12	**3.4E**	**3.4K**	**3.5D**	3.4D	3.4H	3.5A	3.5B		
Mid-Module Assessment										
Topic E	13–14	**3.4E**	**3.4K**	**3.5D**	**3.5E**	3.4D	3.4H			
Topic F	15–17	**3.4E**	**3.4I**	**3.4K**	**3.5A**	**3.5B**	**3.5E**	3.4D	3.4H	3.5D
Topic G	18–23	**3.4F**	**3.4G**	**3.4K**	**3.5A**	**3.5B**	**3.5E**	3.4D	3.4E	
End-of-Module Assessment										
Total number of days: 27										

Boldface indicates a Focus Standard for the topic

Module 4	Lessons	TEKS Standards								
Topic A	1–5	**3.6C**	**3.6D**	3.4F						
Mid-Module Assessment										
Topic B	6–8	**3.6C**	**3.6D**	3.4F						
Topic C	9–13	**3.6C**	**3.6D**	3.4F						
End-of-Module Assessment										
Total number of days: 17										

Module 5	Lessons	TEKS Standards								
Topic A	1–5	**3.6E**	3.3C	3.3D	3.3E					
Topic B	6–10	**3.3C**	**3.3D**	**3.3E**	3.3G	3.6E				
Topic C	11–14	**3.3H**	3.3C	3.3D	3.3E	3.3F	3.3G	3.6E		
Mid-Module Assessment										
Topic D	15–20	**3.3A**	**3.3B**	**3.3G**	**3.3H**	**3.7A**				
Topic E	21–28	**3.3F**	**3.3G**							
Topic F	29–31	**3.3H**								
End-of-Module Assessment										
Total number of days: 35										

Module 6	Lessons	TEKS Standards								
Topic A	1–4	**3.9A**	**3.9B**	**3.9C**	**3.9D**	**3.9E**	**3.9F**	3.4C		
Topic B	5–8	**3.8A**	**3.8B**	3.4C						
Topic C	9–15	**3.7A**	**3.7D**	**3.7E**	**3.8A**	**3.8B**	3.4C			
End-of-Module Assessment										
Total number of days: 16										

Module 7	Lessons	TEKS Standards								
Topic A	1–3	**3.4K**	**3.5A**	**3.5B**						
Topic B	4–8	**3.6A**	**3.6B**							
Topic C	9–16	**3.7B**	3.5A	3.5B	3.6B					
Mid-Module Assessment										
Topic D	17–21	**3.7A**	**3.7B**	3.6A	3.6B					
Topic E	22–24	**3.7B**	3.4K	3.5A	3.5B	3.6A	3.6B			
End-of-Module Assessment										
Topic F	25–28	Year in Review								
Total number of days: 33										

Boldface indicates a Focus Standard for the topic

Standards Alignment Guide

Mathematical Process Standards		
The student uses mathematical processes to acquire and demonstrate mathematical understanding.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
3.1A	apply mathematics to problems arising in everyday life, society, and the workplace	All modules and topics
3.1B	use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution	All modules and topics
3.1C	select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems	All modules and topics
3.1D	communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate	All modules and topics
3.1E	create and use representations to organize, record, and communicate mathematical ideas	All modules and topics
3.1F	analyze mathematical relationships to connect and communicate mathematical ideas	All modules and topics
3.1G	display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication	All modules and topics

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

Number and Operations		
The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
3.2A	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	Module 2 Topics B–F
3.2B	describe the mathematical relationships found in the base-10 place value system through the hundred thousandths place	Module 2 Topics C–F
3.2C	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	Module 2 Topics D–F
3.2D	compare and order whole numbers up to 100,000 and represent comparisons using the symbols >, <, or =	Module 2 Topic C
The student applies mathematical process standards to represent and explain fractional units.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
3.3A	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 models, including strip diagrams and number lines	Module 5 Topic D
3.3B	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	Module 5 Topic D
3.3C	explain that the unit fraction *1/b* represents the quantity formed by one part of a whole that has been partitioned into *b* equal parts where *b* is a non-zero whole number	Module 5 Topics A–C
3.3D	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*	Module 5 Topics A–C

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

3.3E	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	Module 5 Topics A–C
3.3F	represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines	Module 5 Topics C and E
3.3G	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	Module 5 Topics B–E
3.3H	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	Module 5 Topics C, D, and F
The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
3.4A	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	Module 2 Topics A, B, E and F
3.4B	round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems	Module 2 Topics D–F
3.4C	determine the value of a collection of coins and bills	Module 6 Topics A–C
3.4D	determine the total number of objects when equally sized groups of objects are combined or arranged in arrays up to 10 by 10	Module 1 Topics A–C and E–F Module 3 Topics B–G
3.4E	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	Module 1 Topics A and C–F Module 3 Topics B–G
3.4F	recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts	Module 1 Topics A, C, D, and F Module 3 Topics A and G Module 4 Topics A–C
3.4G	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	Module 3 Topic G

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

3.4H	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	Module 1 Topics B and D–F Module 3 Topics B–F
3.4I	determine if a number is even or odd using divisibility rules	Module 3 Topic F
3.4J	determine a quotient using the relationship between multiplication and division	Module 1 Topics B and D–F
3.4K	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	Module 1 Topics A–F Module 3 Topics B–G Module 7 Topics A and E

Algebraic Reasoning

The student applies mathematical process standards to analyze and create patterns and relationships.

Standard	**The student is expected to:**	***Eureka Math* Topic**
3.5A	represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations	Module 1 Topics D and F Module 3 Topics D, F, and G Module 7 Topics A, C, and E
3.5B	represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations	Module 1 Topics D and F Module 3 Topics D, F, and G Module 7 Topics A, C, and E
3.5C	describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24	Module 3 Topic A
3.5D	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	Module 1 Topics B–E Module 3 Topics B–F
3.5E	represent real-world relationships using number pairs in a table and verbal descriptions	Module 3 Topics A, B, and E–G

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

Geometry and Measurement		
The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties.		
Standard	**The student is expected to:**	***Eureka Math* Topic**
3.6A	classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language	Module 7 Topics B, D, and E
3.6B	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	Module 7 Topics B–E
3.6C	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	Module 4 Topics A–C
3.6D	decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area	Module 4 Topics A–C
3.6E	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	Module 5 Topics A–C
The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement.		
3.7A	represent fractions of halves, fourths, and eighths as distances from zero on a number line	Module 5 Topic D Module 6 Topic C Module 7 Topic D
3.7B	determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems	Module 7 Topics C–E
3.7C	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	Module 2 Topics A, E, and F

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic

3.7D	determine when it is appropriate to use measurements of liquid volume (capacity) or weight	Module 2 Topics B, E, and F Module 6 Topic C
3.7E	determine liquid volume (capacity) or weight using appropriate units and tools	Module 2 Topics B, E, and F Module 6 Topic C

Data Analysis

The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data.

Standard	**The student is expected to:**	***Eureka Math* Topic**
3.8A	summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Module 6 Topics B and C
3.8B	solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals	Module 6 Topics B and C

Personal Financial Literacy

The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.

Standard	**The student is expected to:**	***Eureka Math* Topic**
3.9A	explain the connection between human capital/labor and income	Module 6 Topic A
3.9B	describe the relationship between the availability or scarcity of resources and how that impacts cost	Module 6 Topic A
3.9C	identify the costs and benefits of planned and unplanned spending decisions	Module 6 Topic A
3.9D	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	Module 6 Topic A
3.9E	list reasons to save and explain the benefit of a savings plan, including for college	Module 6 Topic A
3.9F	identify decisions involving income, spending, saving credit and charitable giving	Module 6 Topic A

Mathematical Process Standard
Readiness Standard
Supporting Standard
SEs Not Included in Assessed Curriculum

Boldface indicates a Focus Standard for the topic