

Grade 3

As PA transitions to the PA Common Core Standards, the focus of GRADE 3 instruction needs to shift:

Less emphasis on:	More emphasis on:
	<p><u>Standards for Mathematical Practice</u></p> <ul style="list-style-type: none"> • Describe mathematical “habits of mind” • Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement • Connect with content standards in each grade
<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> • Counting and place value • Addition and subtraction without regrouping • Fluency in basic facts – addition and subtraction • Money - separate from solving word problems • Estimation in and of itself • Creating story problems • Ordering quantities 	<p><u>Numbers and Operations</u></p> <ul style="list-style-type: none"> • Multiplication and division (CC.2.2.3.A.1). <ul style="list-style-type: none"> ○ Understanding what multiplication and division means ○ Use of properties and strategies in multiplying and dividing • Addition and subtraction using place value strategies and properties for multi-digit numbers (CC.2.2.3.A.2) • Using properties and strategies to solve problems, not just memorizing facts or procedures (CC.2.2.3.A.3) • Estimation as one way of determining reasonableness of answers (CC.2.2.3.A.4) • Understanding fractions as numbers (denominators of 2, 3, 4, 6, and 8) (CC.2.1.3.C.1) <ul style="list-style-type: none"> ○ Express whole numbers as fractions ○ Compare fractions by reasoning about their size, not using common denominators ○ Equivalent fractions ○ Represent fractions on number line
<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Measuring for the sake of measuring – measuring occurs within problem solving situations 	<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Measuring in 1/2 and 1/4 inches to gather data to display in line plots (CC.2.4.3.A.4) • Area and its relation to multiplication and addition (CC.2.4.3.A.5)

The purpose of this document is to provide a summary of changes in emphasis as Pennsylvania transitions from the PA Academic Standards to the Pennsylvania Common Core Standards. This is not intended to be a curriculum guide or is it inclusive of all grade level standards – only to identify shifts in emphasis of instruction.

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Less emphasis on:	More emphasis on:
	<ul style="list-style-type: none"> Perimeter (CC.2.4.3.A.6)
<p><u>Geometry</u></p> <ul style="list-style-type: none"> Symmetry Locations of points Right angles 	<p><u>Geometry</u></p> <ul style="list-style-type: none"> Relationships between and among shapes, e.g., rectangles and rhombuses have 4 sides, both are quadrilaterals (CC.2.3.3.A.2)
<p><u>Algebraic Concepts</u></p> <ul style="list-style-type: none"> Odd and even number patterns 	<p><u>Algebraic Concepts</u></p> <ul style="list-style-type: none"> Use of a letter to stand for an unknown quantity in solving word problems with 4 operations (CC.2.2.3.A.4) Identifying arithmetic patterns (CC.2.2.3.A.4)
<p><u>Data Analysis and Probability</u></p> <ul style="list-style-type: none"> Gathering data from surveys Probability 	<p><u>Data Analysis and Probability</u></p>

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