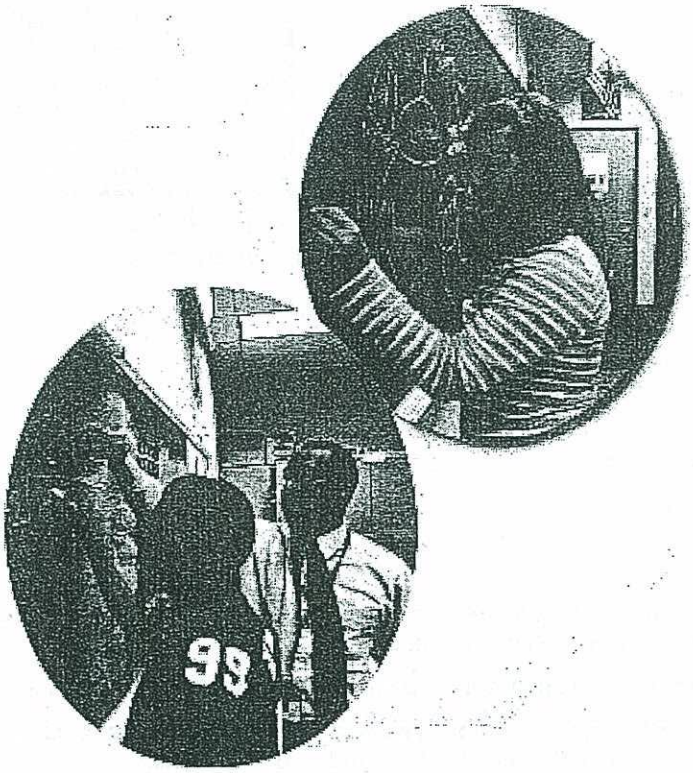
Grade Level Pennsylvania State Academic Standards

2011-2012

3rd grade

On July 1, 2010, the State Board of Education adopted the Common Core State Standards in Mathematics and Reading, which will replace the Mathematics and Reading standards adopted in 1999. The regulations providing for these new academic content standards took effect upon their publication in the October 16, 2010 edition of the *Pennsylvania Bulletin*. The transition to Common Core will begin during the 2010-11 school year, with full implementation required by July 1, 2013.

Math Grade 3
Assessment Anchors and Eligible Content



Pennsylvania Department of Education

www.pde.state.pa.us

Updated August 2010

M3.A Numbers and Operations — Reporting Category

ASSESSMENT ANCHOR

M3.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

	ELIGIBLE CONTENT
M3.A.1.1 Apply place-value concepts and numeration to counting, ordering, grouping and equivalency.	**M3.A.1.1.1** Match the word name with the appropriate whole number (up through 9,999). **M3.A.1.1.2** Differentiate between and/or give examples of even and odd number (limit to 3 digits). **M3.A.1.1.3** Compare two whole numbers using greater than (>), less than (<) or equal to (=) (up through 9,999). **M3.A.1.1.4** Order a set of whole numbers from least to greatest or greatest to least (up through 9,999; limit sets to no more than four numbers). **M3.A.1.1.5** Match a symbolic representation of numbers to appropriate whole numbers (e.g., base ten blocks, 7 hundreds, 4 tens and 8 ones, etc).

EXAMPLE ITEMS

- Jake is 47 inches tall. Mike is 39 inches tall. Which of the following correctly compares the height of each child.

A. 39 > 47
B. 39 = 47
C. 47 < 39
* D. 47 > 39

(New Jersey Department of Education)

Reference:

2.1.3.B Represent **equivalent forms** of the same number through the use of concrete objects, drawings, word names, and symbols.

2.1.3.D Apply place value concepts and base-ten numeration to order and compare whole numbers.

2.1.3.A Apply **one-to-one correspondence** and number **patterns** to count up and count back and to compare values of whole numbers and values of money.

2.1.3.C Use drawings, diagrams or **models** to show the concept of fraction as part of a whole.

2.2.3.B Add and subtract single- and double-digit numbers with regrouping and triple-digit numbers, without regrouping including problems with money.

2.11.3.A. Identify whole number quantities and measurements from least to most and greatest value.

M3.A Numbers and Operations — Reporting Category

ASSESSMENT ANCHOR

M3.A.1 Demonstrate an understanding of numbers, ways of representing numbers, relationships among numbers and number systems.

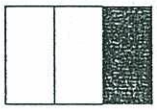
	ELIGIBLE CONTENT
M3.A.1.2 Use fractions to represent quantities as part of a whole or part of a set.	**M3.A.1.2.1** Write the fraction that corresponds to a drawing or part of a set (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).
	M3.A.1.2.2 Create a drawing or set that represents a given fraction (numerators 1-9, denominators 2-10. No equivalent or improper fractions or mixed numbers).

EXAMPLE ITEMS

- Which drawing below correctly represents one-fourth?

A 

* B 

C 

D 

(Nevada Department of Education)

Reference:

2.1.3.C Use drawings, diagrams or **models** to show the concept of fraction as part of a whole.

2.1.3.A Apply **one-to-one correspondence** and number **patterns** to count up and count back and to compare values of whole numbers and values of money.

2.1.3.B Represent **equivalent forms** of the same number through the use of concrete objects, drawings, word names, and symbols.

2.1.3.D Apply place value concepts and base-ten numeration to order and compare whole numbers.

2.2.3.B Add and subtract single- and double-digit numbers with regrouping and triple-digit numbers, without regrouping including problems with money.

2.11.3.A. Identify whole number quantities and measurements from least to most and greatest value.