

# Grade Level Pennsylvania State Academic Standards

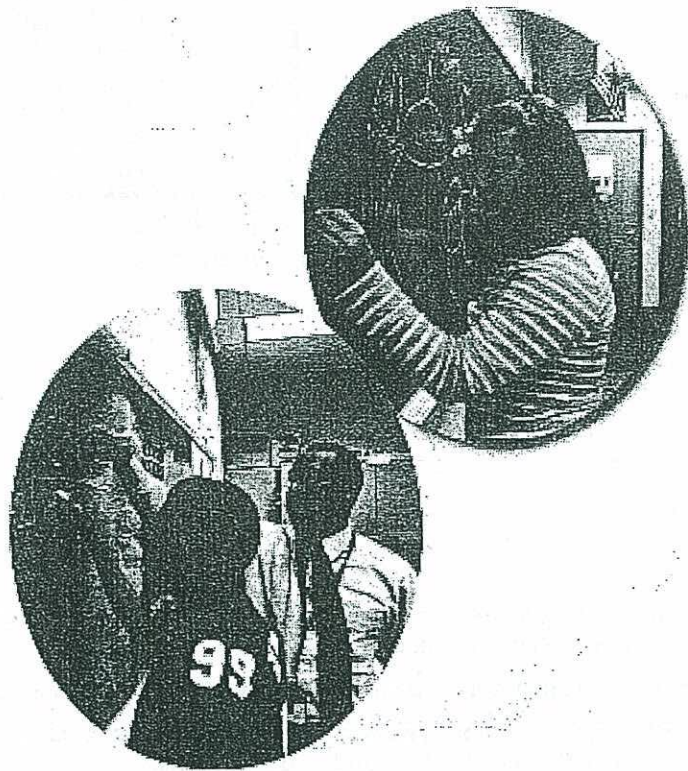
## 2011-2012

3<sup>rd</sup> 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](http://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?



(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.