



**2011–2012
Grade 3**

This three part document serves as a guide for the transition from the Nevada State Standards (NSS) to the Common Core State Standards (CCSS). Users of this document should also refer to the Grade 3 Introduction and Narrative, and the Glossary of the CCSS.

Part I: The tables below list the Common Core State Standards introduced into Grade 3 in school year 2011–2012. Corresponding Nevada State Standards are listed where the content matches in whole or in part. Teachers are expected to maintain the NSS as well as teach these CCSS. In many cases, the expectations of the CCSS exceed the NSS. Teachers must move their instruction, and therefore their students’ mathematical knowledge, from the level of the NSS to the CCSS. Teachers must also incorporate the *Standards for Mathematical Practice* into instruction to complete students’ educational experiences. Additional clarification is provided in the comments for some CCSS.

Operations and Algebraic Thinking			
Represent and solve problems involving multiplication and division.			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change¹	Comments
3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i>	1.3.8 Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations. Model addition, subtraction, multiplication, and division in a variety of ways. Use mathematical vocabulary and symbols to describe multiplication and division.	0	While addition and subtraction problems in the NSS are still expected, it is not explicitly stated in this CCSS.
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i>	1.3.8 Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations. Model addition, subtraction, multiplication, and division in a variety of ways. Use mathematical vocabulary and symbols to describe multiplication and division.	0	While addition and subtraction problems in the NSS are still expected, it is not explicitly stated in this CCSS.

¹ Grade Level Change from current NSS to CCSS. (i.e., –1 indicates that the NSS was previously taught in the grade above.)



Operations and Algebraic Thinking
Represent and solve problems involving multiplication and division.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. <i>Note: See CCSS Glossary, Table 2.</i>	1.3.8 Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations. Model addition, subtraction, multiplication, and division in a variety of ways. Use mathematical vocabulary and symbols to describe multiplication and division.	0	While addition and subtraction problems in the NSS are still expected, it is not explicitly stated in this CCSS.
	2.3.2 Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts. Use variables and open sentences to express relationships.	0	
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.</i>	2.4.2 Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division. Select the solution to an equation from a given set of numbers.	-1	

Number and Operations—Fractions
Develop understanding of fractions as numbers.

Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.

Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.	1.3.2 Identify and model the unit fractions $1/2$, $1/3$, $1/4$, $1/6$, and $1/8$ as equal parts of a whole or sets of objects. Read and write unit fractions with numbers and words.	0	

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Number and Operations—Fractions Develop understanding of fractions as numbers. <i>Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.</i>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.			
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.			
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	1.4.2 Identify fractions and compare fractions with like denominators using models, drawings, and numbers.	-1	The CCSS focuses on equivalent fractions on a number line.
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	1.4.2 Identify fractions and compare fractions with like denominators using models, drawings, and numbers.	-1	The CCSS focuses on equivalent fractions and fraction models.
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</i>			

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Number and Operations—Fractions Develop understanding of fractions as numbers. <i>Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, 8.</i>			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.			

Geometry Reason with shapes and their attributes.			
Common Core State Standard (CCSS)	Nevada State Standard (NSS)	Change ¹	Comments
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	4.5.1 Identify, classify, compare, and draw triangles and quadrilaterals based on their properties. Identify and draw circles and parts of circles, describing the relationships between the various parts.	-2	While work with triangles and circles in the NSS is still expected, it is not explicitly stated in this CCSS.
3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i>	1.3.2 Identify and model the unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, and $\frac{1}{8}$ as equal parts of a whole or sets of objects. Read and write unit fractions with numbers and words.	0	Extend modeling of fractions in the NSS to include partitioning shapes, recognizing that partitions of equal area may not be the same shape.

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Part II: The table below lists the Nevada State Standards (NSS) teachers are expected to continue to teach in Grade 3 in school year 2011–2012. In some cases, only part of the standard is to be maintained. These standards are still eligible to be assessed. Standards in **bold** indicate those found in Part I that link to the CCSS. Standards underlined indicate those that cannot be assessed on the state Criterion Reference Test (CRT). Additional clarification is provided in the comments.

Nevada State Standard (NSS)	Comments
1.3.1, 1.3.2 , 1.3.3, <u>1.3.4</u> , 1.3.5, 1.3.8 2.3.1, 2.3.2 , 2.3.3 3.3.1, 3.3.2, 3.3.6 4.3.1, <u>4.3.2</u> , <u>4.3.3</u> , <u>4.3.4</u> , 4.3.6, <u>4.3.9</u> 5.3.1, 5.3.5	Continue to teach the entire standard.
1.3.7 (partial) Add and subtract two- and three-digit numbers with and without regrouping.	Continue to teach this portion of the standard.

Part III: The table below lists the Nevada State Standards (NSS) teachers are no longer expected to teach in Grade 3 in school year 2011–2012. In some cases, only part of a standard is to be deleted. Additional clarification is provided in the comments.

Nevada State Standard (NSS)	Comments
1.3.6 Estimate the number of objects in a set using various techniques.	While this is not a <i>content</i> standard under the CCSS, students <u>must</u> continue to use estimation as part of the <i>Standards for Mathematical Practice</i> .
1.3.7 (partial) Add and subtract decimals using money as a model.	Formal operations with decimals first appear in the CCSS in Grade 5.
3.3.4 Determine possible combinations of coins and bills to equal given amounts. Read, write, and use money notation. Recognize equivalent relationships between and among bills and coins.	This standard is in the CCSS in Grade 2.

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