

Essential Standards Chart

What is it we expect students to learn????

3.NF.A3 - Explain equivalence of *fractions* in special cases and compare *fractions* by reasoning about their size

Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?
I can identify and create equivalent fractions and demonstrate why fractions are equivalent using tools, picture models, and number lines.	*Give students a representation of a unit fraction and have them model an equivalent fraction. *Give them two non-unit fractions with like numerators and have them compare and determine $>$, $<$, $=$. *Do the same with non-unit fractions of like denominators, then unlike numerators and denominators.	*Understand $>$, $<$, $=$ *Understand numerator and denominator * Understand unit fractions	Jan 25 - Feb 15	3.NF.A.3 Learning Target 1 CFA1 - Eureka Module 5 Lesson Learning Target 2 CFA2 - Eureka Module 5 Lesson CSA at the end of the fraction unit.	Begin measurement unit comparing fractions on a ruler, liquid volume, and fractions of time (clock)

Building a Learning Progression & Assessment Planning for Fractions

Unit/Topic: Fractions - Grade 3

Essential Standard(s) Being Addressed (list full standard here):

3.NF.A.3

- Explain equivalence of fractions in special cases and compare fractions by reasoning about their size
- Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line
- 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)
- Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., 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)
- 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 symbols ($>$, $=$, $<$) and justify the conclusions (e.g., by using a visual fraction model)

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

Learning Targets:

1. I can explain when two fractions are equivalent.
2. I can identify and create equivalent fractions and explain why the fractions are equivalent.
3. I can compare fractions using tools, picture models, and number lines.

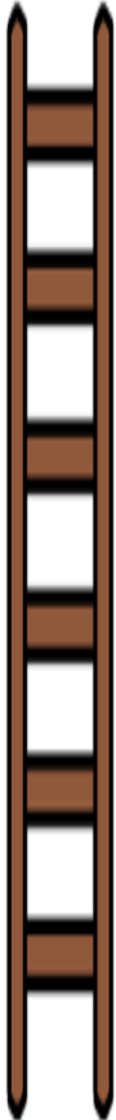

Prior Knowledge

- Grade 2
 - Understand that two halves, three thirds, and four fourths make one whole and recognize that equal shares of identical wholes need not have the same shape.
- Grade 3
 - Represent multiplication and division using a variety of strategies and models.
 - Name and identify fractions.
 - Divide a whole into equal parts.
 - Represent fractions using tools and picture models.

Vocabulary and Notations

Part, whole, divide, partition, estimate to partition, equal share, fraction, size, fractions greater than one, fractions equal to one, equivalent fractions

Notations: $>$, $<$, $=$

Complex	Learning Target (highlight the verb in the standard)	Assessment Method that matches the verb	Possible Questions or Tasks (for high-leverage targets)
	<p>I can identify and create equivalent fractions and explain why the fractions are equivalent.</p>	<p>Constructed response using drawings, pictures and providing explanations</p>	<p>CSA Questions: Look at the following fraction model:</p>  <p>Choose the model that is equivalent. ***provide three examples (one is correct)</p> <p>Show two examples of fractions equal to $\frac{1}{2}$ and two examples of fractions NOT equal to $\frac{1}{2}$.</p> <p>Identify the three pairs of equivalent fractions below by drawing hearts, stars or squares next to the two fractions that match. ***provide 6 examples of fraction strips ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{3}{4}$, $\frac{6}{8}$, $\frac{2}{6}$, $\frac{3}{6}$)</p> <p>Use the following models to find a fraction that is equivalent to $\frac{3}{4}$. Write the fraction. ***provide a fraction bar showing $\frac{3}{4}$ and another fraction bar broken into eighths.</p> <p>Write the correct compare symbol ($>$, $<$, or $=$) ***provide two fraction models</p> <p>Lessons: Eureka 3rd Grade Module 5 lessons 20-29</p>
	<p>I can compare fractions using tools, picture models, or number lines.</p>	<p>Constructed response using drawing pictures and providing explanations.</p>	<p>NFA3 CFAI</p> <p>Lessons: Eureka 3rd Grade Module 5 lessons: 10-13</p>
Simple			