What do we expect students to learn?

Grade 3	Subject Math	Trimester 2		Team Members:			
Description of standard	Learning Targets:	Example of Rigor	Prerequisite Skills	When Taught	Instructional Resources & Strategies	Common Assessment	Extension
Name the standard & write it in student friendly language	List the learning targets or I Can statements	What does proficient student work look like? Provide an example or description	What prior knowledge, skills, or vocabulary are needed for a student to master this standard?	How long will you be teaching this standard? When will you teach this standard?	Which resources and strategies will be most effective for best first instruction?	What assessment will be used to measure student mastery *Link in CFA	What will we do when students have already learned this standard *Cannot be new essential learning
3.NF.A.3 Explain equivalence of fractions in special cases and compare fractions by reasoning about their size: • Understand two fractions as equivalent	I can compare fractions based on their size. (DOK 2) I can identify equivalent	.Example CAASSP Question below chart	Be able to divide wholes into 2, 3, or 4 equal shares- describe the shares using the words halves, thirds, half of, third of,	February / March	Compare Fractions of a whole Virtual Fraction Strips	Prescreener Answer Key Learning Target 1 CFA Answer Key	Comparing fractions when both the numerator and the denominator are different

(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	fractions. (DOK 1) I can create equivalent fractions. (DOK 2) I can justify how fractions are equivalent. (DOK 3)		etc. describe as two halves, three thirds, four fourths			Learning Target 2 CFA Answer Key Summative Assessment Answer Key	

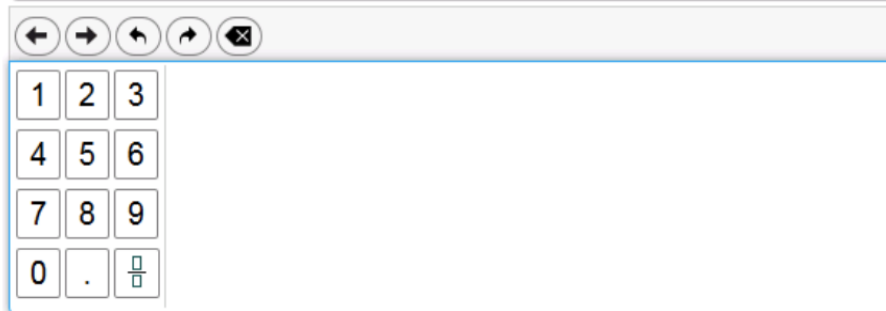| Page 2 (>, =, <) and justify the conclusions (e.g., by using a visual fraction model)							

Item	Claim	Domain	Target	DOK	CCSS-MC	CCSS-MP
#9	1	NF	F	1	3.NF.A.3	N/A

What number goes in the box to make the equation true?

$$\frac{\square}{1} = 5$$

1	2	3
4	5	6
7	8	9
0	.	$\frac{\square}{\square}$

Key: 5 or equivalent

Rubric: (1 point) The student enters a correct number.