Standard	Endurance	Leverage	Success Next Level	Success SCReady	
3.NSF.1 Develop an understanding of fractions (i.e., denominators 2, 3, 4, 6, 8, 10) as numbers.	☐	☐	☐	☐	These are our 1st unit: 3.NSF.1
a. A fraction 1 b (called a unit fraction) is the quantity formed by one part when a whole is partitioned into b equal parts;	☑	☐	☑	☑	
b. A fraction a b is the quantity formed by a parts of size 1 b ;	☑	☐	☑	☑	
c. A fraction is a number that can be represented on a number line based on counts of a unit fraction;	☑	☐	☑	☑	
d. A fraction can be represented using set, area, and linear models	☑	☐	☑	☑	
3.NSF.2 Explain fraction equivalence (i.e., denominators 2, 3, 4, 6, 8, 10) by demonstrating an understanding that:	☐	☐	☐	☐	These are our 2nd unit: 3.NSF.2
a. two fractions are equal if they are the same size, based on the same whole, or at the same point on a number line;	☑	☐	☑	☑	
b. fraction equivalence can be represented using set, area, and linear models;	☑	☐	☑	☑	
c. whole numbers can be written as fractions (e.g., 4 = 4 1 and 1 = 4 4);	☑	☐	☑	☑	
d. fractions with the same numerator or same denominator can be compared by reasoning about their size based on the same whole.	☑	☐	☑	☑	
3.NSF.3 Develop an understanding of mixed numbers (i.e., denominators 2, 3, 4, 6, 8, 10) as iterations of unit fractions on a number line.	☑	☐	☑	☑	