As PA transitions to the PA Common Core Standards, the focus of GRADE 3 instruction needs to shift:

<table>
<thead>
<tr>
<th>Less emphasis on:</th>
<th>More emphasis on:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Standards for Mathematical Practice</strong></td>
</tr>
<tr>
<td></td>
<td>• Describe mathematical “habits of mind”</td>
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<tr>
<td></td>
<td>• Standards for mathematical proficiency: reasoning, problem solving, modeling, decision making, and engagement</td>
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<td>• Connect with content standards in each grade</td>
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</tbody>
</table>

### Numbers and Operations

- Counting and place value
- Addition and subtraction without regrouping
- Fluency in basic facts – addition and subtraction
- Money - separate from solving word problems
- Estimation in and of itself
- Creating story problems
- Ordering quantities

### Numbers and Operations

- Multiplication and division (CC.2.2.3.A.1).
  - Understanding what multiplication and division means
  - Use of properties and strategies in multiplying and dividing
- Addition and subtraction using place value strategies and properties for multi-digit numbers (CC.2.2.3.A.2)
- Using properties and strategies to solve problems, not just memorizing facts or procedures (CC.2.2.3.A.3)
- Estimation as one way of determining reasonableness of answers (CC.2.2.3.A.4)
- Understanding fractions as numbers (denominators of 2, 3, 4, 6, and 8) (CC.2.1.3.C.1)
  - Express whole numbers as fractions
  - Compare fractions by reasoning about their size, not using common denominators
  - Equivalent fractions
  - Represent fractions on number line

### Measurement

- Measuring for the sake of measuring – measuring occurs within problem solving situations

### Measurement

- Measuring in 1/2 and 1/4 inches to gather data to display in line plots (CC.2.4.3.A.4)
- Area and its relation to multiplication and addition (CC.2.4.3.A.5)

The purpose of this document is to provide a summary of changes in emphasis as Pennsylvania transitions from the PA Academic Standards to the Pennsylvania Common Core Standards. This is not intended to be a curriculum guide or is it inclusive of all grade level standards – only to identify shifts in emphasis of instruction.
Grade 3

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<td>• Perimeter (CC.2.4.3.A.6)</td>
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**Geometry**

- Symmetry
- Locations of points
- Right angles

**Geometry**

- Relationships between and among shapes, e.g., rectangles and rhombuses have 4 sides, both are quadrilaterals (CC.2.3.3.A.2)

**Algebraic Concepts**

- Odd and even number patterns

**Algebraic Concepts**

- Use of a letter to stand for an unknown quantity in solving word problems with 4 operations (CC.2.2.3.A.4)
- Identifying arithmetic patterns (CC.2.2.3.A.4)

**Data Analysis and Probability**

- Gathering data from surveys
- Probability

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11/09/2012