

STANDARDS REVISION 2ND READING

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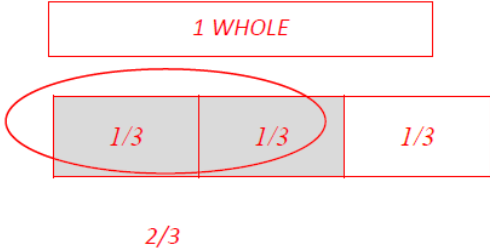
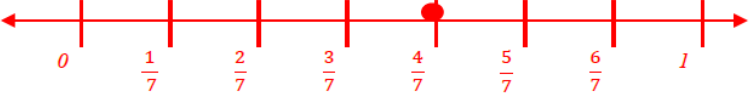
REVISION TO FOUNDATIONAL SKILLS STANDARDS

- Revision made to RF.K.3
 - Know and apply grade level phonics and word analysis skills in decoding **and encoding** words.
 - The revision should have also been made to
 - RF.1.3
 - RF.2.3
 - RF.3.3
 - RF.4.3
 - RF.5.3

IMPLEMENTATION OF REVISED STANDARDS

- Considerations to be made when implementing the revised standards:
 - The term “informational text” may need to be revisited to ensure that we are not suggesting that the only purpose of non-fiction is to inform.
 - Non-fiction is equally literature and holds equal potential to engage readers.
 - The addition of the term “relevant connections” serves as a mandate for differentiated instruction.

GRADE 3 DIAGRAMS

| Grade level | Standard | Revised Standard |
|-------------|---|--|
| 3 | <p>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 $1/b$</p> | <p>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 $1/b$.</p> <p><i>Ex. $b = 3$</i></p>  |
| 3 | <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>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.</p> <p>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.</p> | <p>3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p>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.</p> <p>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.</p> <p><i>Ex. $a = 4$; $b = 7$</i></p>  |