

Grade	Strand	Standard #	Standard
3	NF	1	CC.3.NF.1 Develop understanding of fractions as numbers. 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 $1/b$. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
3	NF	3	CC.3.NF.3 Develop understanding of fractions as numbers. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
3	NF	3a	CC.3.NF.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
3	NF	3b	CC.3.NF.3b 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
3	NF	3c	CC.3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: 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. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)
3	NF	3d	CC.3.NF.3d Compare two fractions with the same numerator or the same denominator, by reasoning about their size, Recognize that valid comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, 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.)