

PA Core Standards: Mathematics

The most effective and equitable way to support students in their learning is to ensure that most of the time is spent engaging with grade-level content, remediating with precision, and accelerating as needed. It is entirely possible to hold high expectations for all students while addressing unfinished learning in the context of grade-level work. Since time is a scarce commodity in the classroom, strategic instructional and assessment choices are critical.¹

Instruction

It is vitally important that educators are supported to make deliberate instructional choices that allow all students to effectively engage with grade-level work. Instruction must be aligned to a coherent set of learning outcomes, indicating what students should know and be able to do. Dimensions for consideration when planning for instruction include the following:

- **Delivery** is differentiated relative to explicitness through modeling, systematic instruction with appropriate scaffolding and pacing, and provision of immediate corrective feedback to students with sufficient opportunities to respond.
- **Grouping** includes whole group, homogeneous small group, partners, heterogeneous mixed ability small group, independent, and one-to-one.
- **Time** varies relative to a particular area of content, small group instruction versus whole group instruction, and opportunities for students to interact or work independently.
- **Materials** should be evidence-based and adjusted to meet the needs of students and the purpose of the lesson/activity.
- **Learning Environment** must be positive and safe and have clearly defined consistent expectations.

Assessment

A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's goals and curriculum. Assessments can be done in sync with daily instruction through intentional activities that can collect data to support instructional goals.

This guidance document is designed to identify areas of focus in Mathematics instruction and assessment, grade by grade. Each grade-level document defines high-level focus of instruction, supported by PA Academic Standards. Note that while all standards deserve a defined level of instruction, neglecting key concepts may result in learning gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Not all content in a given grade is emphasized equally in the standards. Some focus areas require greater emphasis than others based on the depth of the ideas, the time taken to master, and/or their importance to the future mathematics grade levels. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

Highlights of Focus Work: K-12

Grade K-2: Addition and subtraction – concepts, skills, and problem solving; place value	Grade 7: Ratios and proportional relationships; arithmetic of rational numbers
Grade 3-5: Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving	Grade 8: Linear Algebra and functions
Grade 6: Ratios and proportional relationships; early expressions and equations	Grade HS: Course specific content area work

For additional support and resources, contact PDE or your local Intermediate Unit.

The resources listed below are provided as options and examples. Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.

¹ Adapted from 2020–21 Priority Instructional Content in English Language Arts/literacy and Mathematics, Student Achievement Partners/Achieve the Core. May 2020
January 2022

GRADE 3 ACADEMIC STRATEGIES (2022)

This guidance document is designed to identify key strategies with focus on Mathematics instruction and assessment to support PA Academic Standards.
This document is in support of the PDE's [Accelerated Learning](#) information and PA Roadmap: [Focus on Effective Instruction](#).

<p>Numbers and Operations</p> <p>Place value properties of operations: Perform multi-digit arithmetic. Demonstrate fluency of addition and subtraction. Round whole numbers to the nearest ten or hundred.</p> <p>Fractions: Develop an understanding of fractions as numbers. Represent fractions on a number line. Represent and generate equivalent fractions, Compare fractions with the same numerator or same denominator.</p> <p>Algebraic Concepts</p> <p>Multiplication, division, patterns: Represent and solve problems. Demonstrate an understanding of properties of multiplication. Demonstrate an understanding of the relationship between multiplication and division. Demonstrate fluency. Identify and explain patterns in arithmetic.</p> <p>Geometry</p> <p>Two- and three-dimensional figures: Partition two-dimensional shapes into equal parts. Express the area of a partition as a unit fraction of the whole.</p> <p>Measurement, Data and Probability</p> <p>Measurement, data displays, time, money: Tell and write time to nearest minute. Calculate time intervals. Represent and interpret data using various displays. Determine the area of a rectangle as it relates to multiplication and addition. Solve problems involving measurement and estimation of temperature, liquid volume, mass, and length.</p> <p>Classroom/Time Management</p> <p>Set the tone, establish a positive environment, & build relationships. Establish procedures, routines, daily agenda, & call-and-response patterns. Create a classroom management plan with student input. Prepare students for a substitute & teach flexibility for an interrupted routine. Model ideal behavior, demonstrate good & bad choices. Use positive language, teacher proximity, & nonverbal communication. Encourage initiative, maintain student attention, & offer praise. Provide suitable work (diagnostic and prescriptive). Provide visual reminders (anchor charts). Make positive phone calls and send positive notes. Understand trauma-informed care.</p>	<p>Instructional Resources</p> <p>SAS Online Resources for Instruction Mathematics Menu of Best Practices and Strategies SAS Search Standards (Assessment, Continuum of Activities, Materials & Resources) Pennsylvania's Learning Standards for Early Childhood Teaching Math to Young Children Formative Re-engaging Lessons Math Teaching Strategies Videos 10 Key Mathematics Practices for All Elementary Schools The Learning Classroom: Theory into Practice (video series) Early Childhood Math: Six Ways to teach Math Throughout the Day</p> <p>Assessment Resources</p> <p>Pennsylvania Classroom Diagnostic Tools (CDT) Resources SAS Assessment Builder PDE's Assessment Data Protocol Process Early Learning Outcomes Reporting Guiding Principles to Early Childhood Assessment Basics on Assessments Systems FORMATIVE ASSESSMENT: 10 Key Questions Depth of Knowledge with Karin Hess (video 23:16)</p> <p>Standards for Mathematics Practices</p> <p>PA Core Standards, Standards for Mathematical Practice Mathematical Practice Standards</p> <p>Classroom/Time Management Resources</p> <p>Effective Lesson Planning, Delivery Techniques & Classroom Management Suggestions 5 Classroom Management Tips That Seem Counterintuitive Effective Classroom Management Strategies to Achieve Your Daily Goals 20 Classroom Management Strategies and Techniques 27 Classroom Management Strategies Classroom Management Strategies The Cleverest Third Grade Classroom Management Tools and Ideas</p>
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