|  |  |
| --- | --- |
| **Old Arkansas Framework** | **New Common Core Standards** |
| **NO.1.3.4**  Represent fractions (halves, thirds, fourths, sixths and eighths) using words, numerals and physical models  Ex.  • Identify and illustrate parts of a whole and parts of sets of objects.  • Recognize that a fractional part of a rectangle does not have to be shaded  with contiguous parts    **NO.1.3.7**  Write a fraction that is equivalent to a given fraction with the use of models.  Ex.  1/2 = 4/8 = 8/16 | **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*.  **3.NF.3**  Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.   1. Understand two fractions as equivalent (equal) if   they are the same size, or the same point on a number line. |