

New York State Next Generation Mathematics Learning Standards

This document is intended to help educators identify the key changes that have occurred to the content standards for this grade level/course and to assist with designing curriculum and lessons aligned to the NYS Next Generation Mathematics Learning Standards. This document does not contain the comprehensive list of learning standards for the grade level/course. The complete list of standards for the grade level/course can be found at [NYS Next Generation Mathematics Learning Standards](#).

| Standards New to Grade 3 | |
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| NY-3.NBT.4a | Understand that the digits of a four-digit number represent amounts of thousands, hundreds, tens and ones. (e.g., 3,245 equals 3 thousands, 2 hundreds, 4 tens and 5 ones or it could equal 32 hundreds, 4 tens and 5 ones) |
| NY-3.NBT.4b | Read and write four-digit numbers using base-ten numerals, number names and expanded form. (e.g., the number 3,245 in expanded form can be written as $3,245=3,000+200+40+5$). Both standards work with the place value progression from NY-2.NBT.1 and 3 to NY-4.NBT.2. |
| Standards Moved from Grade 3 | |
| No standards moved. | |
| Highlights/Instructional Considerations | |
| NY-3.OA.5 | A variety of representations (pictorial/model) can be used when applying the properties of operations to multiply and divide, does not need to be solely equation form. For example, the area model (NY- |