Essential Outcomes_ 3rd Grade

*Washoe County School District is committed to the vision that all students will meet or exceed academic expectations as defined in the Nevada Academic Content Standards (NVACS) and as detailed in WCSD curriculum guides/pacing frameworks. To achieve this vision, teachers are expected to **teach all standards aligned to a grade level**.*

*To ensure the highest level of learning for all students, teachers engage in the work of continuous improvement through the Professional Learning Community (PLC) process. In WCSD, PLC teams guarantee success for all students by focusing their collaborative time, common assessments, and team structured intervention/intensifications on identified essential outcomes. While the WCSD focus on essential outcomes entails many of the standards identified by the NVACS, **educators are still expected to teach all the standards** for their grade level, including those not listed in this document.*

Domain(s	**Critical Content Area 1** (Links to NVACS)	Topic(s)*
Operations and Algebraic Thinking OA.A; OA.B; OA.C; OA.D	Students develop an **understanding** of the **meanings of multiplication and division** of whole numbers through activities and problems involving equal sized groups, arrays, and area models; **multiplication is finding an unknown product, and division is finding an unknown factor** in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. *(OA.1; OA.2; OA.3; OA.4; OA.6)*	Topic 1 Topic 2 Topic 4 Topic 5
	Students **use properties of operations** to **calculate** products of whole numbers, **using** increasingly sophisticated **strategies** based on these properties to solve multiplication and division problems involving single-digit factors. By **comparing** a variety of solution **strategies**, students **learn the relationship between multiplication and division**. *(OA.5; OA.7; OA.9)*	Topic 3 Topic 4 Topic 5

Correlating Content: Topic 8 (NBT.A), Topic 9 (NBT.A), Topic 10 (NBT.A), Topic 11 (OA.D), Topic 14 (MD.A)

Domain(s	**Critical Content Area 2** (Links to NVACS)	Topic(s)*
Number and Operations-Fractions NF.A	Students **develop** an **understanding of fractions**, **beginning with unit fractions**. Students view fractions in general as being built out of unit fractions, and they **use** fractions along with **visual fraction models** to represent parts of a whole. *(NF.1; NF.2)*	Topic 12
	Students **understand that the size of a fractional part is relative to the size of the whole**. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. *(NF.1)*	Topic 12 Topic 13
	Students are able to **use fractions to represent numbers** equal to, less than, and greater than one. They solve problems that involve **comparing fractions** by **using visual fraction models** and strategies based on noticing equal numerators or denominators. *(NF.3)*	Topic 13

Correlating Content: Topic 7 (MD.B)

Domain(s	**Critical Content Area 3** (Links to NVACS)	Topic(s)*
Measurement and Data MD.C	Students **recognize area as an attribute of two-dimensional regions**. They **measure** the **area of a shape** by finding the total number of same- size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. *(MD.5; MD.6)*	Topic 6
	Students **understand** that **rectangular arrays** can be **decomposed** into identical **rows** or into identical **columns**. By **decomposing rectangles** into rectangular **arrays of squares**, students **connect area to multiplication**, and **justify** using multiplication to determine the area of a rectangle. *(MD.7)*	Topic 6 Topic 3

Correlating Content: Topic 16 (MD.D)

Domain(s	**Critical Content Area 4** (Links to NVACS)	Topic(s)*
Geometry G.A	Students **describe**, **analyze**, and **compare properties** of two- dimensional shapes. They **compare** and **classify** shapes by their sides and angles, and **connect** these with definitions of shapes. *(G.3)*	Topic 15
	Students also **relate** their **fraction work to geometry** by expressing the area of part of a shape as a unit fraction of the whole. *(G.2)*	Topic 12

2022-2023 Balanced Pacing Framework   3rd Grade Curriculum Guides   District Common Assessment Calendar

* Links to the 3rd Grade *Assessing & Grading Documents* for each topic.