

# 2022/2023 WCSD 3rd Grade Curriculum Pacing Framework (Balanced)



Quarters 1 & 2

## "Developing an Understanding of $\times$ and $\div$ "

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| <b>Topic 1</b><br><i>Multiplication and Division of Whole Numbers</i><br><br>Number of lessons: <b>7</b><br><br>F/D/E: <b>3</b> days<br><br>NVACS Focus: OA.A<br>Total Days: ~10 | <b>Topic 2</b><br><i>Multiplication Facts: Use Patterns</i><br><br>Number of lessons: <b>6</b><br><br>F/D/E: <b>3</b> days<br><br>NVACS Focus: OA.A<br>Total Days: ~9 | <b>Topic 3</b><br><i>Apply Properties: Multiplication Facts for 3,4,6,7,8</i><br><br>Number of Lessons: <b>8</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: OA.B<br>Total Days: ~12 | <b>Topic 4</b><br><i>Multiplication to Divide: Division Facts</i><br><br>Number of Lessons: <b>9</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: OA.B<br>Total Days: ~13 |
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SBAC IAB Operations & Algebraic Thinking

Quarter 1: 44 Instructional Days (F/D/E: 14 days)

## "Applying Understandings of $\times$ and $\div$ "

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| <b>Topic 5</b><br><i>Fluently Multiply and Divide Within 100</i><br><br>Number of Lessons: <b>8</b><br><br>F/D/E: <b>5</b> days<br><br>NVACS Focus: OA.C<br>Total Days: ~13 | <b>Topic 6</b><br><i>Connect Area to Multiplication and Addition</i><br><br>Number of Lessons: <b>7</b><br><br>F/D/E: <b>3</b> days<br><br>NVACS Focus: MD.C<br>Total Days: ~10 | <b>Topic 7</b><br><i>Represent and Interpret Data</i><br><br>Number of Lessons: <b>5</b><br><br>F/D/E: <b>3</b> days<br><br>NVACS Focus: MD.B<br>Total Days: ~8 | <b>Topic 11</b><br><i>Use Operations with Whole Numbers to Solve Problems</i><br><br>Number of lessons: <b>4</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: OA.D<br>Total Days: ~8 |
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SBAC IAB Measurement Data (Area/Data)

Quarter 2: \*39 Instructional Days (F/D/E: 15 days)

Quarters 3 & 4

## "Developing an Understanding of Fractions"

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| <b>Topic 12</b><br><i>Understand Fractions as Numbers</i><br><br>Number of lessons: <b>8</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: NF.A<br>Total Days: ~12 | <b>Topic 13</b><br><i>Fraction Equivalence and Comparison</i><br><br>Number of lessons: <b>8</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: NF.A<br>Total Days: ~12 | <b>Topic 14</b><br><i>Solve Time, Capacity, and Mass Problems</i><br><br>Number of lessons: <b>9</b><br><br>F/D/E: <b>5</b> days<br><br>NVACS Focus: MD.A<br>Total Days: ~14 | <b>Topic 16</b><br><i>Solve Perimeter Problems</i><br><br>Number of lessons: <b>6</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: MD.D<br>Total Days: ~10 |
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Quarter 3: 48 Instructional days (F/D/E: 17 days)

## "Applying Geometric Concepts"

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| <b>Topic 8</b><br><i>Use Strategies and Properties to Add and Subtract</i><br><br>Number of lessons: <b>9</b><br><br>F/D/E: <b>3</b> days<br><br>NVACS Focus: NBT.A<br>Total Days: ~12 | <b>Topic 9</b><br><i>Fluently Add and Subtract Within 1,000</i><br><br>Number of Lessons: <b>8</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: NBT.A<br>Total Days: ~12 | <b>Topic 15</b><br><i>Attributes of Two-Dimensional Shapes</i><br><br>Number of lessons: <b>4</b><br><br>F/D/E: <b>7</b> days<br><br>NVACS Focus: G.A<br>Total Days: ~11 | <b>Topic 10</b><br><i>Multiply by Multiples of 10</i><br><br>Number of Lessons: <b>4</b><br><br>F/D/E: <b>4</b> days<br><br>NVACS Focus: NBT.A<br>Total Days: ~8 | Application of Grade Level Standards<br>F/D/E: 6 days |
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Quarter 4: 49 Instructional days (F/D/E: 24 days)

## Purpose of document:

The pacing frameworks are an analysis of lessons in the WCSD Curriculum Documents which includes alignment to **enVisionmath2.0**. Adequate time to provide meaningful learner responsive instruction must be provided for students to develop deep understanding of the content. Curriculum guides and pacing frameworks ensure instructional opportunities for on grade level instruction as guided by the NVACS.

## Guide to use:

The NVACS require mathematical ideas to be connected by conceptual understanding, procedural understanding/fluency and application. This supports the need to look at how mathematical ideas relate and develop within the standards, instead of teaching a skill by skill approach. Teachers and collaborative teams use this document to clarify the district-wide mathematical trajectory.

- A **minimum of 75 minutes (375 minutes per week)** of Tier 1 instruction of mathematics per day , with at least 60 minutes blocked to enable deep levels of problem solving without interruptions. The remaining time may be used to continue the lesson, incorporate learner responsive small group instruction around the mathematical ideas of the lesson and/or number talks.
- A **lesson does not necessarily mean a day**; some concepts may be explored in more time and some in less time. This document provides a minimum of 1 full day for lessons outlined in topics within **enVisionmath2.0** to ensure enough instructional time is accounted for throughout the year. The curriculum guides offer additional support.
- **(F/D/E) Additional Instructional Days or Formative Process, Differentiation and Enrichment:** These days are included to support conceptual development of the ideas within the topic. Teachers use formative processes throughout the topic to guide instruction, differentiate, and enrich. These days encompass the assessment (Topic/Performance). F/D/E days may be used at any time throughout the topic or used anytime throughout the quarter.
- Aligned **SBAC Interim Assessment Blocks (IAB)** have been added below appropriate topics. Appropriate items from the identified IAB can be selected and used in combination with instructional material during F/D/E days for instructional purposes and as a “classroom activity”.
- This framework is a **general guide** of the mathematical trajectory and how that trajectory may be mapped out across a school year. This pacing framework was requested by teachers as they work with the NVACS and instructional materials. This is to **assist** with pacing/mapping. It does not suggest that all teacher’s will be exactly in the same place at the same time; although it does provide guidance to enable within and across school dialogue and support. **Ultimately, evidence gathered during the formative assessment process will inform instructional next steps.** This is the framework that C&I will use to help support teachers in each grade level.
- The focus of instruction is to provide **ALL** students mathematically accurate opportunities at the depth of knowledge indicated in the NVACS for on grade level standards.

## Justifications & Considerations

- Teachers may want to consider including **Number Talks/Strings** into their instructional day to support development of number sense and mental math fluency. However, this should not replace entire lessons during the mathematics instructional block.
- Topics 11 & 12 have been moved forward to enable stronger connections between multiplication/division with fractions, allowing all majorly assessed content to occur earlier in the academic year.
- Topics, 8, 9 & 10 (Multiply by Multiples of 10) has been moved to the end of the school year since Topics 1-6 developed a deep understanding of multiplication and division allowing the content in Topic 10 to be easily generalized. This change also aligns vertically to 4th grade as **enVisionmath2.0** in 4th grade starts with these ideas.
- Topics 14 (measurement) & 16 (Solve Perimeter Problems) were moved to earlier in the 4th quarter to provide exposure to 3.MD standards which are assessed on SBAC (per the Summative Assessment Blueprint). These topics are necessary to build foundations for 4th grade measurement and data concepts.
- Please see the additional front matter content in the curriculum guides for additional ideas to incorporate into instruction throughout the instructional day and year.

\* **Non-instructional days** are not accounted for in this pacing framework. Teachers may need to use an F/D/E day for election day and will need to adjust instruction accordingly when non-instructional days will not be made-up with the contingency days at the end of the year.