

**Wilson County Schools**  
Suggested Curriculum Framework for NCSCOS by Quarter  
GRADE \_\_\_3rd\_\_\_

**District Expectations**

<b>mClass Reading 3D</b>	<b>All K-3 teachers</b>	<a href="#"><u>Reading 3D Benchmark Guidelines</u></a> <a href="#"><u>See FAQ from DPI</u></a> <a href="#"><u>Read to Achieve Livebinder</u></a> <a href="#"><u>NC Written Response to Text</u></a>
<b>90 Minute Reading Block</b>	<b>All K-5 teachers</b>	<a href="#"><u>90 Minute Reading Block Example</u></a> <a href="#"><u>Planning for 90 minute Literacy Block</u></a> <a href="#"><u>Blank Planning Template</u></a> <a href="#"><u>Literacy Block Example</u></a>
<b>Writing Plan for all Content Areas</b>	<b>All K-5 teachers</b>	<a href="#"><u>WCS Writing Plan</u></a>
<b>Balanced Literacy</b>	<b>All K-5 teachers</b>	<a href="#"><u>Balanced Literacy (see WCS BL Framework)</u></a>
<b>Thinking Maps across all Content Areas</b>	<b>All K-5 teachers</b>	<a href="#"><u>Thinking Maps Learning Community</u></a> <a href="#"><u>Thinking Maps Aligned to Reading &amp; Writing Standards</u></a> <a href="#"><u>Posters, Keywords, Parent Letters</u></a>
<b>Motivation Math</b>	<b>1-5 teachers</b>	<a href="#"><u>Motivation Math Online</u></a>
<b>90 Minute Math Block (Guided Math)</b>	<b>All K-5 teachers</b>	<a href="#"><u>Quick overview of Guided Math</u></a>
<b>Student Portfolios</b>	<b>All K-5 teachers</b>	<a href="#"><u>K-3 Portfolio Cover</u></a>
<b>Learning Focused</b>	<b>All K-5 teachers</b>	<a href="#"><u>Learning Focused Sign In</u></a>

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Once a standard has been taught, it will be reviewed every nine weeks

<b>MATH</b>	<b>First Quarter</b>	<b>Second Quarter</b>	<b>Third Quarter</b>	<b>Fourth Quarter</b>
<b>Domain</b>	Standards <a href="#">Cluster 1</a> <a href="#">Cluster 2</a> <a href="#">Cluster 3</a>	Standards <a href="#">Cluster 3</a> <a href="#">Cluster 4</a>	Standards <a href="#">Cluster 5</a> <a href="#">Cluster 6</a> <a href="#">Cluster 7</a>	Standards <a href="#">Cluster 7</a> <a href="#">Cluster 8</a> <a href="#">Cluster 9</a>
<b>Operations &amp; Algebraic Thinking</b>  <a href="#">Community Resources</a>	<p><b>NC.3.OA.1</b> For products of whole numbers with two factors up to and including 10:</p> <ul style="list-style-type: none"> <li>Interpret the factors as representing the number of equal groups and the number of objects in each group.</li> <li>Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.</li> </ul> <p><b>NC.3.OA.2</b> For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:</p> <ul style="list-style-type: none"> <li>Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.</li> </ul>	<p><b>NC.3.OA.1</b> For products of whole numbers with two factors up to and including 10:</p> <ul style="list-style-type: none"> <li>Interpret the factors as representing the number of equal groups and the number of objects in each group.</li> <li>Illustrate and explain strategies including arrays, repeated addition, decomposing a factor, and applying the commutative and associative properties.</li> </ul> <p><b>NC.3.OA.2</b> For whole-number quotients of whole numbers with a one-digit divisor and a one-digit quotient:</p> <ul style="list-style-type: none"> <li>Interpret the divisor and quotient in a division equation as representing the number of equal groups and the number of objects in each group.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.</li> </ul> <p><b>NC.3.OA.3</b> Represent, interpret, and solve one-step problems involving multiplication and division.</p> <ul style="list-style-type: none"> <li>• Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.</li> <li>• Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction <del>and/or equations with a symbol for the unknown number to represent the problem.</del></li> </ul> <p><b>NC.3.OA.8</b> Solve two-step word problems using addition, subtraction, <del>and multiplication</del>, representing problems using equations with a symbol for the</p>	<ul style="list-style-type: none"> <li>• Illustrate and explain strategies including arrays, repeated addition or subtraction, and decomposing a factor.</li> </ul> <p><b>NC.3.OA.3</b> Represent, interpret, and solve one-step problems involving multiplication and division.</p> <ul style="list-style-type: none"> <li>• Solve multiplication word problems with factors up to and including 10. Represent the problem using arrays, pictures, and/or equations with a symbol for the unknown number to represent the problem.</li> <li>• Solve division word problems with a divisor and quotient up to and including 10. Represent the problem using arrays, pictures, repeated subtraction and/or equations with a symbol for the unknown number to represent the problem.</li> </ul> <p><b>NC.3.OA.6</b> Solve an unknown-factor problem, by using division strategies and/or changing it to a multiplication problem.</p>		
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	<p>unknown number.</p> <p><b>NC.3.OA.9</b> Interpret patterns of multiplication on a hundreds board and/or multiplication table.</p>	<p><b>NC.3.OA.7</b> Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.</p> <ul style="list-style-type: none"> <li>● Know from memory all products with factors up to and including 10.</li> <li>● Illustrate and explain using the relationship between multiplication and division.</li> <li>● Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</li> </ul> <p><b>NC.3.OA.8</b> Solve two-step word problems using addition, subtraction, and multiplication, representing problems using equations with a symbol for the unknown number.</p> <p><b>NC.3.OA.9</b> Interpret patterns of multiplication on a hundreds board and/or multiplication table.</p>		
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<p><b>Numbers &amp; Operations in Base Ten</b></p> <p><a href="#">Community Resources</a></p>	<p><b>NC.3.NBT.2</b> Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none"> <li>• Use estimation strategies to assess reasonableness of answers.</li> <li>• Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.</li> <li>• Use expanded form to decompose numbers and then find sums and differences. Generalize place value understanding for multi-digit numbers</li> </ul>	<p><b>NC.3.NBT.2</b> Add and subtract whole numbers up to and including 1,000.</p> <ul style="list-style-type: none"> <li>• Use estimation strategies to assess reasonableness of answers.</li> <li>• Model and explain how the relationship between addition and subtraction can be applied to solve addition and subtraction problems.</li> <li>• Use expanded form to decompose numbers and then find sums and differences. Generalize place value understanding for multi-digit numbers</li> </ul> <p><b>NC.3.NBT.3</b> Use concrete and pictorial models, based on place value and the properties of operations, to find the product of a one-digit whole number by a multiple of 10 in the range 10–90.</p>		
<p><b>Measurement &amp; Data</b></p> <p><a href="#">Community Resources</a></p>	<p><b>NC.3.MD.3</b> Represent and interpret scaled picture and bar graphs:</p> <ul style="list-style-type: none"> <li>• Collect data by asking a question that yields data in up to four categories.</li> </ul>		<p><b>NC.3.MD.5</b> Find the area of a rectangle with whole-number side lengths by tiling without gaps or overlaps and counting unit squares.</p>	<p><b>NC.3.MD.1</b> Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.</p>

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	<ul style="list-style-type: none"> <li>• Make a representation of data and interpret data in a frequency table, scaled picture graph, and/or scaled bar graph with axes provided.</li> <li>• Solve one and two-step “how many more” and “how many less” problems using information from these graphs</li> </ul>		<p><b>NC.3.MD.7</b> Relate area to the operations of multiplication and addition.</p> <ul style="list-style-type: none"> <li>• Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</li> <li>• Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving problems, and represent whole-number products as rectangular areas in mathematical reasoning.</li> <li>• Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.</li> </ul> <p><b>NC.3.MD.8</b> Solve problems involving perimeters of polygons, including finding the perimeter given the side lengths, and finding an</p>	<p><b>NC.3.MD.2</b> Solve problems involving customary measurement.</p> <ul style="list-style-type: none"> <li>• Estimate and measure lengths in customary units to the quarter-inch and half-inch, and feet and yards to the whole unit.</li> <li>• Estimate and measure capacity and weight in customary units to a whole number: cups, pints, quarts, gallons, ounces, and pounds.</li> <li>• Add, subtract, multiply, or divide to solve one-step word problems involving whole number measurements of length, weight, and capacity in the same customary units.</li> </ul>
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			unknown side length.	
<b>Number &amp; Operations-Fractions</b>  <a href="#">Community Resources</a>			<p><b>NC.3.NF.1</b> Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;</p> <ul style="list-style-type: none"> <li>• Explain that a unit fraction is one of those parts.</li> <li>• Represent and identify unit fractions using area and length models.</li> </ul> <p><b>NC.3.NF.2</b> Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <ul style="list-style-type: none"> <li>• Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.</li> <li>• Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.</li> </ul> <p><b>NC.3.NF.3</b> Represent equivalent fractions with area and length models by:</p> <ul style="list-style-type: none"> <li>• Composing and</li> </ul>	<p><b>NC.3.NF.1</b> Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts;</p> <ul style="list-style-type: none"> <li>• Explain that a unit fraction is one of those parts.</li> <li>• Represent and identify unit fractions using area and length models.</li> </ul> <p><b>NC.3.NF.2</b> Interpret fractions with denominators of 2, 3, 4, 6, and 8 using area and length models.</p> <ul style="list-style-type: none"> <li>• Using an area model, explain that the numerator of a fraction represents the number of equal parts of the unit fraction.</li> <li>• Using a number line, explain that the numerator of a fraction represents the number of lengths of the unit fraction from 0.</li> </ul> <p><b>NC.3.NF.3</b> Represent equivalent fractions with area and length models by:</p> <ul style="list-style-type: none"> <li>• Composing and</li> </ul>

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			<p>decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.</p> <ul style="list-style-type: none"> <li>• Explaining that a fraction with the same numerator and denominator equals one whole.</li> <li>• Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</li> </ul> <p><b>NC.3.NF.4</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.</p>	<p>decomposing fractions into equivalent fractions using related fractions: halves, fourths and eighths; thirds and sixths.</p> <ul style="list-style-type: none"> <li>• Explaining that a fraction with the same numerator and denominator equals one whole.</li> <li>• Expressing whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.</li> </ul> <p><b>NC.3.NF.4</b> Compare two fractions with the same numerator or the same denominator by reasoning about their size, using area and length models, and using the <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> symbols. Recognize that comparisons are valid only when the two fractions refer to the same whole with denominators: halves, fourths and eighths; thirds and sixths.</p>
<p><b>Geometry</b></p> <p><a href="#">Community Resources</a></p>			<p><b>NC.3.G.1</b> Reason with two-dimensional shapes and their attributes.</p> <ul style="list-style-type: none"> <li>• Investigate, describe, and reason about composing triangles and</li> </ul>	



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			<p>quadrilaterals and decomposing quadrilaterals.</p> <ul style="list-style-type: none"><li>• Recognize and draw examples and non-examples of types of quadrilaterals including rhombuses, rectangles, squares, parallelograms, and trapezoids.</li></ul>	
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