Saddle River
Curricular Overview
GRADE 3

Created/BOE Adopted August 2024

Curriculum Overview

The Saddle River School District is committed to providing all K-5 students with an outstanding education focused on building essential foundation skills, deepening students' understanding of important concepts in academic subjects, encouraging all students to be inquisitive lifelong learners. We believe that each student can fulfill their greatest potential by giving all students access to the highest quality curriculum and instruction.

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English Language Arts

Course Description

Within the K-5 English Language Arts program, The Saddle River School District seeks to provide students with ongoing, authentic reading and writing experiences that are both personally enriching and academically challenging. Wandell students will develop strong foundational skills in reading, writing, speaking and listening, and word study that in turn will allow students to develop as critical thinkers across every discipline. We strive to develop actively engaged students who are able to appreciate, and communicate ideas effectively.

Through reading, writing, speaking, and listening, students will critically examine texts and media to better understand themselves and the world in which they live.
Wandell students will collaborate thoughtfully and solve problems creatively with sensitivity to diverse perspectives.

English Language Arts

Course Proficiencies:

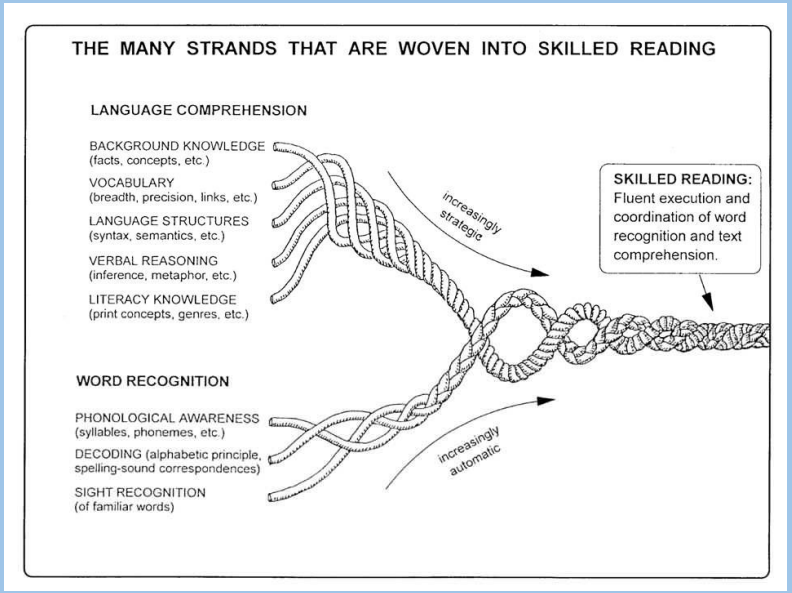
The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course.

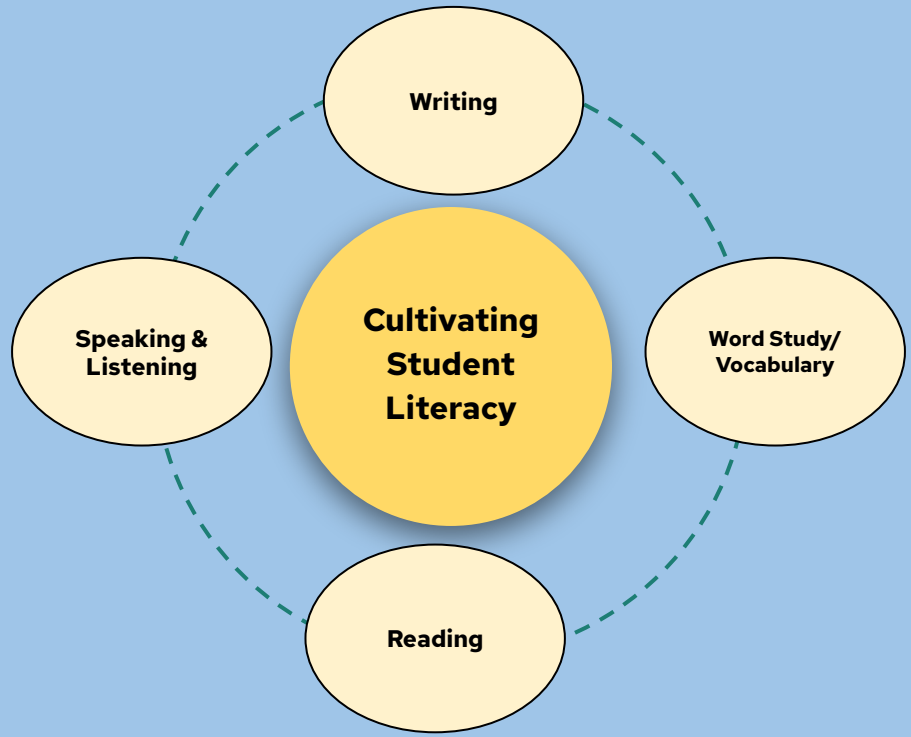
The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (RL.CR.3.1.; RI.CR.3.1.).
2. Determine the main idea of a text. While reading literature, students determine the lesson or theme and explain how it is revealed through key details. While reading informational texts, students will recount key details and explain how they support the main idea (RL.3.2; RI.CR.3.1.; SL.3.2).
3. Describe relationships in a series of historical events or scientific ideas and describe characters in a story to explain how their actions contribute to the plot (RL.KL.3.1, RI.3.3).
4. Determine and discuss the meaning of general academic and domain-specific words on grade-level and distinguish literal from nonliteral language. (RL.3.4; RI.3.4; L.3.4; L.3.5)
5. Use text features and search tools to locate information relevant to a given topic, as well as refer to parts of a text to build upon previous information (RL.3.5; RI.3.5).
6. Distinguish his or her own point of view from that of the author, narrator, or those of the characters. (RL.3.6; RI.3.6).
7. Use information gained from words in a text and text features to demonstrate where, when, why, and how key events occur and emphasize aspects of a character or setting and/or the mood of the passage. (RI.3.7; RL.3.7).
8. Make logical connections between sentences and paragraphs in a text to support the author's purpose (RI.3.8).
9. Compare, contrast and reflect on the most important points and key details presented in two similar texts as well as the central message/theme, lesson of stories (RL.3.9; RI.3.9).
10. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. (L.RF.3.3).
11. Read with sufficient accuracy and fluency to support comprehension (L.RF.3.4).
12. Write opinion pieces including a structure, introduction, opinion, reasons to support the opinion, transitional words/phrases, and a conclusion (L.WF.3.1).
13. Write informative/explanatory texts including an introduction, facts, definitions, details, domain-specific vocabulary, transitional words/phrases, and a conclusion (L.WF.3.2).
14. Write narratives to develop a situation in event order and introduce a narrator and/or characters, including descriptive actions, thoughts, feelings, and dialogue, transitional words/phrases, and a sense of closure (L.WF.3.3).
15. With guidance and support from adults and peers, students strengthen writing by planning, revising, editing, and using technology to publish an organized piece (L.WF.3.4; L.WF.3.5; L.WF.3.6).
16. Conduct short research projects from print and digital sources and take notes on sources and sort evidence based on relevance (L.WF.3.7; L.WF.3.8).
17. Effectively collaborate within partnerships, small-groups, and teacher-led discussions to build on others' ideas and express information clearly (SL.3.1; SL.KL.3.1).
18. Use multimedia to report on a topic with appropriate facts and details and speak clearly at an understandable pace (SL.3.4; SL.3.5; SL.3.6).
19. Demonstrate command of conventions when writing or speaking, applying capitalization, punctuation, and spelling while utilizing stylistic choices to convey meaning (L.3.1; L.3.2; L.KL.3.1).

English Language Arts

Wandell's **literacy model** addresses the essential components of literacy, aligned to the NJSLS for English Language Arts in grades K-5 inclusive of the following components.





Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

English Language Arts Assessments

1. myView Benchmark & Unit Tests
2.Teachers College Running Records
3. Phonics assessments/spelling inventories
4. Classroom discussion
5. Student writing samples
6. Conferencing notes
7. Feedback during reading partnerships
8. Formal and Informal Assessments

English Language Arts Instructional Resources

1. myView workbook
2. Reader's Workshop
3. Writer's Workshop
4. IXL
5. iReady
6. Orton-Gillingham Morphology
7. Leveled Readers
8. Trade Books
9. Kahoot

English Language Arts
NJDOE Resource Links

Click Here for 2023 ELA Standards

Mathematics

Course Description

The third grade course focuses on procedures, concepts, and applications in four critical areas. The four critical areas are: understanding of multiplication and division strategies within 100, understanding of fractions, understanding the structure of rectangular arrays and area, and describing and analyzing two-dimensional shapes. These areas are explored through problem solving, use of multiple representations, reasoning abstractly and quantitatively, mathematical modeling, tool use, and by constructing viable arguments and critiquing the reasoning of others. These methods promote the development of student intuitions and understandings.

Curriculum aspires to develop deep- and transfer- level understanding and connections between and among concepts and their real world applications. Our emphasis on the importance of clarifying misconceptions and learning from mistakes develops perseverance using the CPA model (concrete, pictorial, and abstract).

Mathematics

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

Operations and Algebraic Thinking 3.OA

A. Represent and solve problems involving multiplication and division

- Interpret products of whole numbers
- Interpret whole-number quotients of whole numbers,
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

B. Understand properties of multiplication and the relationship between multiplication and division

- Apply properties of operations as strategies to multiply and divide.
- Understand division as an unknown-factor problem.

C. Multiply and divide within 100

- With accuracy and efficiency, multiply and divide within 100, using strategies such as the relationship between multiplication and division.

D. Solve problems involving the four operations, and identify and explain patterns in arithmetic

- Solve two-step word problems, including problems involving money, using the four operations.
- Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations.

Number and Operations in Base Ten 3.NBT

A. Use place value understanding and properties of operations to perform multi-digit arithmetic

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- With accuracy and efficiency, add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- Multiply one-digit whole numbers by multiples of 10.

Number and Operations - Fractions 3.NF

A. Develop understanding of fractions as numbers

- Understand a fraction as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction as the quantity formed by *a* parts of size.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.

Math Continued:

The learner will demonstrate the ability to:

Number and Operations - Fractions 3.NF

A. Develop understanding of fractions as numbers

- Understand a fraction as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction as the quantity formed by *a* parts of size.
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    a. Understand two fractions as equivalent (equal) if they are the same size.
    b. Recognize and generate simple equivalent fractions by reasoning about their size
    c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
    d. Compare two fractions with the same numerator or the same denominator by reasoning about their size.

Measurement 3.M

A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

B. Geometric measurement: understand concepts of area and relate area to multiplication and to addition

Data Literacy 3.DL

A. Understand data-based questions and data collection.

- Develop data-based questions and decide what data will answer the question.
- Collect student-centered data or use existing data to answer data-based questions.

B. Represent and interpret data

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs..
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometry 3.G

A. Reason with shapes and their attributes

- Understand that shapes in different categories, and that the shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Mathematics Assessments

1. EnVision Benchmark and Unit Tests
2. Classroom participation
3. Teacher observation and anecdotal notes
4. Individual and group activities
5. Performance-based assessments
6. Independent Work Samples
7. Formal and informal assessments

Mathematics Instructional Resources

1. enVision workbook
2. Conquer Math
3.IXL
4. iReady
5. Prodigy
6. Xtra Math
7. Kahoot
8. Math Games

Mathematics
NJDOE Resource Links

Click Here for 2023 Math Standards

Science

Course Description

The third grade science course includes four units of study: Forces and Interactions, Ecosystems, Life Cycles, and Weather and Climate. The format takes an inquiry-based approach presenting concepts using scientific phenomena. In Forces and Interactions, students will work to learn about force and motion and the effects of these physical laws in our world through investigations of floating trains, hoverboards, roller coasters, objects in motion, and magnets. During the Ecosystems unit, students will question why bears are in our neighborhoods, while investigating and researching the interaction between organisms and their environment. In the Life Cycles unit, students will study both the importance and inheritance of traits through observations. The Weather and Climate unit can be integrated with social studies as students look for climate differences in different regions of the country.

Science & Engineering Practices

- ★ Asking Questions and Defining Problems
- ★ Planning and Carrying Out Investigations
- ★ Analyzing & Interpreting Data
- ★ Developing and Using Models
- ★ Constructing Explanations and Designing Solutions
- ★ Engaging in Argument From Evidence
- ★ Using Mathematics and Computational Thinking
- ★ Obtaining, Evaluating, and Communicating Information

Science

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course. The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object (NJSLS 3-PS2-1).
2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion (NJSLS 3-PS2-2).
3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other (NJSLS 3-PS2-3).
4. Define a simple design problem that can be solved by applying scientific ideas about magnets (NJSLS 3-PS2-4).
5. Construct an argument that some animals form groups that help members survive (NJSLS 3-LS2-1).
6. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago (NJSLS 3-LS4-1).
7. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all (NJSLS 3-LS4-3).
8. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change (NJSLS 3-LS4-4).
9. Develop models to describe that organisms have unique and diverse life cycles but all have common birth, growth, reproduction, and death (NJSLS 3-LS1-1).
10. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms (NJSLS 3-LS3-1)
11. Use evidence to support the explanation that traits can be influenced by the environment (NJSLS 3-LS3-2).
12. Represent data in tables and graphical displays to describe typical conditions expected during a particular season (NJSLS 3-ESS2-1).
13. Obtain and combine information to describe climates in different regions of the world (NJSLS 3-ESS2-2).
14. Make a claim about the merit of a design solution that reduces the impacts of climate change and/or weather-related hazard (NJSLS 3-ESS3-1).
15. Use evidence to support the explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing (NJSLS 3-LS4-2).
16. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost (NJSLS 3-5-ETS1-1).
17. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem (NJSLS 3-5-ETS1-2).
18. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved (NJSLS 3-5-ETS1-3).
19.Learn and apply key literacies surrounding technology and information media literacy, including innovation, creativity, critical thinking and problem solving while gaining a global/cultural awareness (NJSLS 9.4).
20. Develop and apply computational and design thinking to address real-world problems and design creative solutions (NJSLS 8.1 and 8.2).

Science Assessments

1. Teacher observations and anecdotal notes
2. Classroom discussion
3. Participation in general classroom assignments
4. Tests and quizzes
5. Individual and group projects
6. Research based assessments
7. Performance-based assessments
8. Models
9. Graphs and measurements
10. Lab reports

Science Instructional Resources

1. Elevate Science workbook
2. Scholastic Readers
3. Science Spin
4. Science Weekly
5. Hands-on Activities/Explorations
6. IXL
7. Brainpop

Science
NJDOE Resource Links

Click Here for Science Standards

Social Studies

Course Description

All units will integrate the following 2020 Social Studies Disciplinary Concepts: Civics, Government, and Human Rights; Geography, People and the Environment; Economics, Innovation, and Technology; and History, Culture, and Perspectives. In conjunction with this content knowledge, students will learn to develop the Social Studies Practices of Developing Questions and Planning Inquiry, Gathering and Evaluating Resources, Seeking Diverse Perspectives, Developing Claims and Using Evidence, Presenting Arguments and Explanations, Engaging in Civil Discourse and Critiquing Conclusions, and Taking Informed Actions.

Social Studies Practices

- ★ Developing Questions and Planning Inquiry
- ★ Gathering and Evaluating Sources
- ★ Seeking Diverse Perspectives
- ★ Developing Claims and Using Evidence
- ★ Presenting Arguments and Explanations
- ★ Engaging in Civil Discourse and Critiquing Conclusions
- ★ Taking Informed Action

Social Studies

Course Proficiencies:

The following is a list of the proficiencies that describe what the students are expected to know, and be able to do as a result of successfully completing this course.

The proficiencies are the basis of assessment of student achievement. The learner will demonstrate the ability to:

1.Describe why people (and communities) choose to save or spend their money (6.1.5.EconET.1;6.1.5.EconET.2).

2. Explain the ways in which the government pays for the goods and services it provides (6.1.5.EconNM.1).

3. Explain why some goods and services are more popular than others (6.1.5.EconNM.5).

4. Define what entrepreneurs do and why they are important to our economy (6.1.5.EconNE.6).

5. Explain how communication systems have improved over time and how that has improved our economy (6.1.5.EconGE.1).

6.Explain how culture and environment affect the people, goods, and ideas of a place (6.1.5.GeoGI.4).

7. Develop a plan to address a climate change issue and share it with your school and/or community members (6.3.5.CivicsPD.1; 6.3.5.GeoHE.1).

8. Research and describe multiple perspectives related to a community, state, or national issue (6.3.5.CivicsPD.2; 6.3.5.CivicsPD.3).

9. Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions (6.3.5.GeoGI.1).

Social Studies Assessments

1. Unit Tests
2. Group Projects
3. Multimedia Presentations
4. Interpretations of Data
5. Classroom Discussion and Participation
6. Teacher Observation and Anecdotal Notes

Social Studies Instructional Resources

1. Scholastic Weekly
2. Kids Discover
3. World Book Online
4. Brainpop
5. BookFlix

Social Studies
NJDOE Resource Links

Click Here for Social Studies Standards