

### ***Conventions:***

- Writing has capital letters for sentence beginnings and all proper nouns
- Uses ending punctuation marks correctly
- Uses commas in a series correctly
- Grade appropriate high-frequency words are spelled appropriately
- Errors in spelling, capitalization, grammar, and punctuation are infrequent and do not interfere with meaning
- Approximates the use of quotation marks in dialogue

### ***Mathematics***

The goal in third grade is to focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

### ***Operations & Algebraic Thinking:***

- Fluently use multiplication and division within 100 to solve word problems
- Apply properties of operations as strategies (commutative, associative, distributive).
- Solve two-step word problems using all four operations
- Identify arithmetic patterns



### ***Numbers & Operations in Base Ten:***

- Round to the nearest 10 or 100
- Fluently add and subtract within 1,000
- Multiply one-digit numbers by multiples of 10 in the range 10-90

### ***Numbers & Operations—Fractions***

- Represent a fraction on a number line

- Explain equivalence in fractions
- Recognize and create equivalent fractions
- Compare fractions using  $>$ ,  $<$ , and  $=$

### ***Measurement & Data:***

- Tell and write time to the nearest minute
- Measure and estimate volume and mass using g, kg, and l.
- Measure area and perimeter of an object

### ***Geometry:***

- Partition shapes into parts with equal areas
- Recognize and draw shapes from different categories and explain their similarities

### ***Social Studies***

Students compare communities around the world and throughout history focusing on the ways people influence and adapt to change. They examine the individual's role in government and managing resources.



- Communities and Geography Over Time and Today
- People in Communities
- Citizens and Government

### ***Science***

Students are provided with experiences in life, earth and physical sciences. Students will be active observers in the scientific process.

- How Living Things Function in the Environment
- Earth's Surface
- The Earth in Space
- Matter, Energy and Change



# THIRD GRADE

## Elementary Curriculum Overview



## Pemberton Township Schools



*Pursuing Excellence  
One Child At A Time*

Superintendent: Tony Trongone  
Director of Curriculum & Instruction, PreK-5: Jeff Havers  
Director of Special Services: Adelina G. Giannetti  
Pemberton Township Schools  
609-893-8141  
[www.pemberton.k12.nj.us](http://www.pemberton.k12.nj.us)

## Introduction

Pemberton Township Schools is continually refining its curriculum for students in Kindergarten through fifth grade. State standards as well as district personnel shape our curriculum. The use of technology is integrated throughout the curriculum. This overview provides information on what your child should be able to do by the end of this grade.



### English Language Arts

Using a balanced literacy approach, focusing on reading, writing, listening, and speaking, students are exposed to a range of grade appropriate text and topics that connect across all content areas.

#### READING

The reading program includes shared reading, guided reading, independent reading, and teacher read-alouds.

##### *Phonics:*

- Apply decoding skills to problem solve while reading
- Break words into syllables to read or write them
- Use known words and word parts to help in reading and writing new words
- Recognize base words and remove prefixes and suffixes to break them down to decode



##### *Vocabulary:*

- Use grade appropriate high-frequency words in reading and writing
- Use context clues for decoding unfamiliar vocabulary
- Recognize multiple meaning words

- Recognize and use figurative language, synonyms, and antonyms
- Recognize and learn the meaning of specialized words in informational text
- Apply new words introduced to reading and writing

##### *Comprehension:*

- Identify and recognize the differences between narrative and informational text
- Identify character traits, setting, events, problem, and solution
- Retell key details in a story using beginning, middle, and end
- Make predictions, make inferences, and draw conclusions from text
- Ask questions while reading
- Explain how authors use text features to enhance the understanding of informational text (boldface type, diagrams, captions)
- Compare and contrast stories
- Make text-to-self, text-to-text, and text-to-world connections

##### *Reading Behaviors:*

- Demonstrate and continue to strengthen fluency in reading according to their independent reading level
- Self-select books for independent enjoyment
- Self-correct errors that interfere with meaning when reading
- Read aloud using expression, punctuation, and phrasing for accuracy and fluency
- Demonstrate confidence as a reader and author
- Speak during “turn and talk” with a partner and/or a small group of peers

#### WRITING

The writing component consists of independent and shared writing experiences. The writing program uses the “Six Traits of



Writing” to understand and use the elements of good writing. Types of writing consists of narrative, informational, and opinion writing.

##### *Ideas:*

- Writes daily
- Chooses topics from experiences and interests to write narrative and informational text
- Stays focused on the topic
- Ideas are clear and well developed with appropriate pacing
- State an opinion to convince an audience about an issue or topic

##### *Organization:*

- Writing has an interesting beginning, middle with details, and a conclusion that leaves the reader with a sense of closure
- Organizes ideas in a logical sequence
- Uses transition words to show how the ideas connect

##### *Voice:*

- Uses some dialogue to add interest to the writing
- The writing shows how the writer feels about the topic

##### *Word Choice:*

- Includes vivid verbs, strong adjectives, and specific nouns
- Uses sensory details
- Selects a more precise word when prompted
- Incorporates newly used words from reading into their writing

##### *Sentence Fluency:*

- Sentences are complete, connect, and flow smoothly and naturally
- Uses a variation of simple and compound sentences
- Includes an interesting variety of sentence types