



# INSTRUCTION IN CCSD59



COMMUNITY CONSOLIDATED  
SCHOOL DISTRICT 59

THIRD GRADE



## WHEN READING LITERATURE OR INFORMATIONAL TEXT, STUDENTS WILL:

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- Ask and answer questions to demonstrate understanding of text referring to the text a basis for the answer
- Determine the main idea of a text
- Use text features and search tools
- Distinguish their own point of view from the author's point of view
- Recount stories from diverse cultures to determine the central message and how it is conveyed through details
- Describe characters in a story and how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in the text (literal vs. nonliteral language)
- Refer to parts of stories, dramas and poems when writing or speaking about text
- Use information from illustrations and words to demonstrate understanding of characters, setting and plot

## WHEN WRITING NARRATIVE, INFORMATIONAL, OR OPINION PIECES, STUDENTS WILL:

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- Write opinion pieces by introducing the topic, provide reasons to support the opinion, use linking words, and provide a conclusion
- Write informative/explanatory texts to examine a topic and convey ideas including facts, definitions, details and a conclusion
- Write narratives to develop real or imagined experiences using effective techniques and descriptive details, such as dialogue
- Conduct short research projects

## WHEN DEVELOPING LANGUAGE SKILLS, STUDENTS WILL:

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- Explain the function of parts of speech
- Form and use regular and irregular plural nouns and verbs
- Ensure subject-verb agreement
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high frequency words and for adding suffixes to base words
- Use spelling patterns and generalizations
- Determine the meaning of unknown words by using a range of strategies (sentence level context, root words, affix, glossaries)

## FOR LISTENING AND SPEAKING, STUDENTS WILL:

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- Participate in collaborative conversations and build upon others ideas
- Come to discussions prepared having read or studied required materials
- Follow agreed upon rules for discussion (listening to others, speaking one at a time)
- Ask questions to check for understanding

## WHAT SCIENCE AND SOCIAL SCIENCE CONTENT IS INTEGRATED INTO LITERACY?

Impacts of Natural Hazards

Types of Communities

Freedom, Rights, and Equality

Plant and Animal Extinction; Fossils

Objects in Motion; Science and Sports

Life Cycles and Animal Traits

Contributing to Your Community

Investigations and Innovations

## DISTRICT-APPROVED CURRICULAR RESOURCES

Benchmark Adelante

HMH Into Reading

iReady Reading Personalized Path



# MATH

Math instruction includes the domains of number and operations, algebraic thinking, measurement and data, and Geometry. All third grade students have a WIN (What I Need) block daily focused on Fact Fluency development. Students will:

- Fluently multiply and divide with products and quotients within 100
- Understand multiplication by thinking about equal groups of objects
- Recognize concepts of area in relation to plane figures
- Calculate area using square units
- Represent and solve problems involving the four operations using equations
- Use strategies and algorithms based on place value to fluently add and subtract within 1,000
- Represent problems involving multiplication and division within 100
- Represent and model fractions as parts of a whole
- Represent fractions on a number line diagram
- Find fractions that are equivalent and represent whole numbers as fractions
- Tell time to the nearest minute and calculate elapsed time
- Estimate, measure and solve problems involving volumes and masses of objects
- Relate the concept of area to multiplication and addition
- Describe and classify two-dimensional shapes, especially quadrilaterals
- Solve real world problems involving perimeters of polygons



DISTRICT-APPROVED  
**CURRICULAR  
RESOURCES**



# WHAT ELSE DO OUR STUDENTS LEARN?

## SOCIAL EMOTIONAL LEARNING

Along with daily community circles, social emotional learning has three goals.

### GOAL 1: SELF-AWARENESS AND SELF-MANAGEMENT

- Use affective statements to express feelings
- Use self-chosen calming strategies
- Demonstrate an interest in the perspective of other
- Contribute to group discussions and decisions regarding personal and class values, safety, rules, & policies
- Identify bullying and social conflict accurately and respond appropriately

### GOAL 2: SOCIAL AWARENESS AND INTERPERSONAL SKILLS

- Evaluate and demonstrate ways to include everyone
- Consider thoughts and opinions of others that differ from their own
- Exchange information with others using verbal and non-verbal cues
- Care about others by avoiding negative interactions including negative peer pressure and spreading rumors
- Compare and contrast various social & cultural groups, individual & group similarities and differences

### GOAL 3: RESPONSIBLE DECISION-MAKING

- Identify personal and academic goals and select short term goals and determine actionable steps
- Evaluate how others influence your behaviors and decisions
- Recognize how changing your behavior impacts how others feel & respond
- Think through alternative options and outcomes of a choice

## ELEMENTARY SPECIALS

A rotation of classes takes place every day to support physical well-being, creativity, and the development of new skills and concepts. These include music, visual arts, physical education, and library resource education.



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WANT TO KNOW MORE ABOUT LEARNING IN 59?

[CCSD59.ORG/INSTRUCTION](https://ccsd59.org/instruction)

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