



INSTRUCTION IN CCSD59



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

DUAL LANGUAGE - THIRD GRADE

WHEN READING LITERATURE OR INFORMATIONAL TEXT, STUDENTS WILL:

- 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:

- 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 SPANISH LANGUAGE SKILLS, STUDENTS WILL:

- Recognize the use of formal and informal verb forms (tú-usted, ustedes)
- Recognize the change in meaning or emphasis by the position of the adjective before or after the noun (example: una gran señora, una señora grande; comidas varias, varias comidas; un pobre hombre, un hombre pobre)
- Recognize and use accent in sharp, plain, and compass words at grade level
- Use diacritic accent to distinguish homophones by meaning and function

FOR LISTENING AND SPEAKING, STUDENTS WILL:

- 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?

Animal Adaptations

The Impact of Key People in the Civil Rights Movement

Key People in the Civil Rights Movement

The Extinction of Animals and Plants

Advances in Technology

Plate Tectonics

Migration and Movement

Time and Weather

Economic Decisions?

Force and Interactions

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.

WANT TO KNOW MORE ABOUT LEARNING IN 59?

[CCSD59.ORG/INSTRUCTION](https://www.cc59.org/instruction)

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