COMMUNITY CONSOLIDATED SCHOOL DISTRICT 89
Learning for Life

Learning Expectations

THIRD GRADE

Dear Parents,

This curriculum brochure provides an overview of the essential learning students should accomplish during a specific school year. It is a "snapshot" of the instructional focus at a particular grade level.

The Literacy and Math learning expectations described in this brochure are based on the Common Core Learning Standards adopted by the Illinois Legislature in 2010. Science curriculum is aligned to the Next Generation Science Standards and were fully implemented during the 2016-2017 school year. Illinois Social Science Standards were fully implemented in 2017-2018. Fine Arts are based on the Illinois Learning Standards adopted in 2016. All District 89 students are expected to work toward mastery of these standards. To accomplish this goal, students at each grade level must build on the concepts and skills previously learned. Daily curricular plans, instructional strategies and assessment of student work are designed to help students make progress and meet or exceed the learning standards.

Parent awareness and support for the grade level expectations contribute to establishing an effective partnership between the home and school. Parents with questions about their child's program are encouraged to contact their child's teacher or principal for more information.

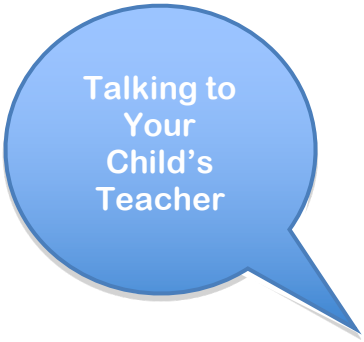
Community Consolidated School District 89
22W600 Butterfield Road
Glen Ellyn, Illinois 60137

3 English Language Arts

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multisyllable words in books. They will come to appreciate that words have meanings that are not literal (e.g., a piece of cake) and have relationships to other words (e.g., company and companion). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around them. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as something's fishy and cold shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words



Keeping the conversation focused

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some English Language Arts activities you can do with your child to support learning at home:

- Make reading for fun a part of your child's daily routine. Set aside quiet time, with no phones, computers, or other distractions, when your child can read for pleasure, books such as Amos & Boris by William Steig or The Fire Cat by Esther Averill. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Mathematics

3

In 3rd Grade

Students focus intensively on the four critical areas specified by the Common Core State Standards for Mathematics in Grade Three:

- Developing understanding of multiplication and division and strategies for multiplication and division within 100
- Developing understanding of fractions, especially unit fractions (fractions with numerator 1)
- Developing understanding of the structure of rectangular arrays and of area
- Describing and analyzing two-dimensional shapes

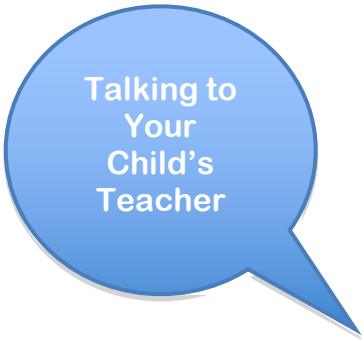
The first unit reviews and extends work with addition and subtraction as students review facts, look for patterns, and work with larger numbers. Unit 2 transitions to multiplication by having students use a variety of rich contexts (arrays of stamps, groups of windows, and a coral reef) to develop and refine multiplication strategies and models. Unit 3 returns to addition and subtraction, this time focusing on strategies for computing with larger numbers.

In Units 4 and 5, students explore measurement, fractions, division, and multiplication of larger numbers. They estimate and make measurements in different units; explore unit fractions and equivalent fractions and begin adding and subtracting fractions; they connect multiplication to division and extend multiplication strategies to larger numbers. Their work with multiplication develops a strong understanding of area.

Unit 6 focuses on geometry, as students investigate, draw, and build two-dimensional shapes, using their properties to classify and analyze these shapes. They also connect geometry to fractions as they express the area of a shape as a unit fraction of the whole.

Unit 7 brings together and extends many of the skills and concepts addressed in earlier units as students solve challenging problems that involve calculating with multi-digit numbers. They explore algorithms for addition and subtraction and dig deeper into division. Students develop strategies and models for division, many of which are based on their work with multiplication.

Unit 8 integrates mathematics and science, with a primary focus on designing and building model bridges. Students test the strength of their model bridges in systematic ways to collect data. Then they graph and analyze the data, finding the range and mean, to make conjectures and draw conclusions about effective bridge design and construction.



Keeping the conversation focused

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

Additionally, here are some Math activities you can do with your child to support learning at home:

Look for "word problems" in real life. Some 3rd grade examples might include:

- Notice those everyday occasions when you find yourself using your times tables — such as to determine how many days there are in four weeks. Ask your child for the answer.
- Involve your child when you notice yourself using division to "work backward" in the times tables — such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party or determining how many six-inch lengths can be cut from a string 18 inches long.

Mathematics

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BRIDGES® IN MATHEMATICS

How Will My Child Learn Math This Year?

Your child's classroom will use Bridges in Mathematics second edition, a comprehensive curriculum for grades K–5. Bridges is a rigorous program designed to address the new math standards in a way that's enjoyable and accessible to all learners.

The curriculum focuses on developing in students a deep understanding of math concepts, proficiency with key skills, and the ability to solve new and complex problems. Learning activities tap into the intelligence and strengths all students have by presenting mathematically powerful material alive with language, pictures, and movement.

Students in a Bridges classroom talk about math, describe observations, explain methods, and ask questions. They are encouraged to find multiple ways to solve problems and show different ways of thinking. This is a vital way to help students build more flexible and efficient ways to solve increasingly complex problems. Hands-on activities engage them in exploring, developing, testing, discussing, and applying mathematical concepts.

How can families help?

Visit the Support for Families page on the Math Learning Center website, where you will find:

- Unit overviews that explain what your child will be learning
- Tips for helping your child with homework
- Links to more information about each grade level of Bridges
- Links to additional resources, including books and free online games

Support for Families
mathlearningcenter.org/families

How Is the Program Structured?

Bridges features a combination of whole-group, small-group, and independent activities that are problem centered.

Problems & Investigations

Problems & Investigations often begin with a problem posed to the whole class. Students think and work independently or talk in pairs before sharing and comparing strategies and solutions as a whole class. The teacher monitors and guides the class discussion to make sure that students understand important mathematical concepts.

Work Places

Work Places are engaging math exploration activities that reinforce key skills. The teacher observes and interacts to address students' need for support and enrichment.

Number Corner

Number Corner is a skill-building program that revolves around the classroom calendar and gives students an active role. They receive daily practice as well as steady encounters with broader mathematical concepts.

Homework

Home Connections assignments are sent home at the discretion of your child's teacher. At times, your child may bring home math games or activities for you to enjoy together, but the main role for parents is not to teach but to guide your student and take an interest in their work. You'll be receiving Unit Overviews throughout the year that explain the math concepts the class is currently focused on and suggest specific ways you may support your child.

The MATH LEARNING CENTER

3 Science

Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

Motion and Stability: Forces and Interactions

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

From Molecules to Organisms*: *Structures and Processes

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Ecosystems: Interactions, Energy, and Dynamics

- Construct an argument that some animals form groups that help members

Heredity: Inheritance and Variation of Traits

- 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.
- Use evidence to support the explanation that traits can be influenced by the environment

Biological Evolution: Unity and Diversity

- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 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.
- 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.

Earth's Systems

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world.

Earth and Human Activity

- Make a claim about the merit of a design solution that reduces the impacts of weather-related hazards.

3 Social Studies

Students learn about communities in different places and time. The five Illinois goal areas for social sciences are: political systems, economics, history, geography, and social systems. They provide a pattern for study that helps students understand the interrelatedness of each area.

Civic Standards

Civic and Political Institutions
- Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.
- Explain how groups of people make rules to create responsibilities and protect freedoms.

Participation and Deliberation: Applying Civic Virtues and Democratic Processes
- Compare procedures for making decisions in the classroom, school and community.

Processes, Rules and Laws
- Describe how people have tried to improve their communities over time.

History Standards

Change, Continuity, and Context
- Create and use a chronological sequence of events.

Perspectives
- Describe how significant people, events, and developments have shaped their own community and region.

Historical Sources and Evidence-
- Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.

Geography Standards

Geographic Representations: Spatial Views of the World
- Locate major landforms and bodies of water on a map or other representation

Human-Environment Interaction: Place, Regions, and Culture
- Compare how people modify and adapt to the environment and culture in our community to other places.

Global Interconnections: Changing Spatial Patterns
- Show how consumption of products connects people to distant places.

Economics and Financial Literacy Standards

Economic Decision Making
- Compare the goods and services that people in the local community produce and those that are produced in other communities.

Exchange and Markets
- Generate examples of the goods and services that governments provide.

Fine Arts

3

The fine arts are an essential part of a child's education. In art and music classes, students begin to develop the language, skills and techniques of the arts. They create their own art and music and begin to understand how works of arts and music are produced and how they provide a means for enjoyment and creative expression.

Art…

- Develop personal interests and ideas into art form.
- Utilize design principles in art production
- Analyze historical and contemporary works of art
- Explore media choices, processes, and tools in art production

Music…

- Demonstrate good vocal technique
- Perform in an instrumental ensemble
- Read and perform patterns using dotted half notes, whole notes, and four sixteenth notes
- Demonstrate an understanding of the lines and spaces on the treble clef staff
- Learn to play the recorder

Health & Physical Education

3

Health and physical education help students develop the knowledge, skills and habits that can lead to life-long health enhancing behavior and activity.

- Demonstrate physical competency in a variety of motor skills and movement patterns
- Analyze various movement concepts and applications
- Demonstrate knowledge of rules, safety, and strategies during physical activity
- Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities
- Assess individual fitness levels
- Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan
- Demonstrate personal responsibility during group physical activities
- Demonstrate cooperative skills during structured group physical activity

Learning for Life

Addressing Student Differences

Children enter school with different abilities and different learning needs. The Learning Expectations brochures describe what an average learner is likely to accomplish by the end of a specific grade level. But not all students progress at the pace of a typical learner. Teachers recognize the need to modify, adapt or enrich the learning experiences of those students who are developing knowledge and skills at different rates. The District also provides support programs to address the diverse needs of students beyond the general classroom program of instruction. These programs include English as a Second Language, Challenge, Literacy and Math Skills, and Special Education.

Assessing Student Performance

Classroom learning experiences are designed to help students make progress toward meeting District 89 grade level expectations and the Illinois Learning Standards. Students receive teacher feedback on the accuracy and quality of their work in a variety of ways. Teachers assess student performance based on the level of mastery towards the learning standards.

Communicating Student Results

Each school and teacher have a system for communicating with parents about instruction and the behavioral and academic progress of students. School and classroom newsletters, websites and other print materials are sent home to give parents an on-going stream of information about current topics of study and classroom activities. Teachers rely on phone messages, e-mail, and personal notes to convey information about individual students. The comments and scores on graded work help parents gauge how well their child understands assigned tasks. Parent/teacher conferences are scheduled each November and at other times upon request. A Student Performance Report Card summarizes a child's performance in the classroom and in any support program in which they participate at the end of designated reporting periods at each grade level. These reports align with grade level expectations and State Standards.