

# FAMILY & CAREGIVER CURRICULAR HIGHLIGHTS 2025-26 GRADE 3



## SOCIAL EMOTIONAL LEARNING

District 67 is embarking on a journey of wholeheartedly embracing, embedding and explicitly teaching Social Emotional Learning (SEL) standards. For more information on these SEL competencies, see the Illinois Social/Emotional Learning Standards: <https://www.isbe.net/sel>

## Literacy

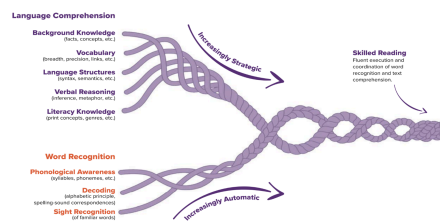
ELA instruction in District 67 is designed to make learning visible by having students work through reading, writing, speaking, and listening activities daily. Our commitment as educators is to support our students with a mastery of the [standards](#), allow for multiple and varying assessment opportunities to drive student learning, and provide high quality and research-based instruction for each and every student.

Amplify Core Knowledge Language Arts (CKLA) is the Board approved curricular resource. "CKLA is a program for Grades K–5 that combines a multi-sensory approach to phonics with rich texts carefully sequenced to build content knowledge so that students learn to read *and* read to learn at the same time."

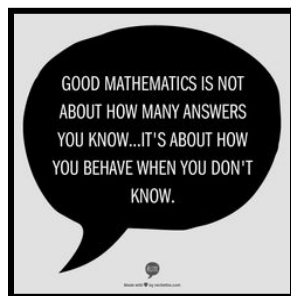
## Third Grade ELA

In third grade "CKLA lessons combine skills and knowledge with increasingly complex texts, close reading, and a greater emphasis on writing. Students start to use their skills to go on their own independent reading adventures, further opening up their worlds." [Standards](#) aligned lessons "are organized around integrated units of instruction. Many units have a single key literary or informational text, while others offer a collection of key texts connected by a domain or genre. These continue to build knowledge and skills from the K–2 curriculum, with integrated instruction." Third grade units include Classic Tales, Animal Classification, The Human Body, Ancient Roman Civilization, Charlotte's Web Novel Study, The Viking Age, Astronomy, Native Americans, Early Explorations of North America, and Colonial America.

[Amplify CKLA](#)  
[CKLA Family Site](#)



## MATHEMATICS



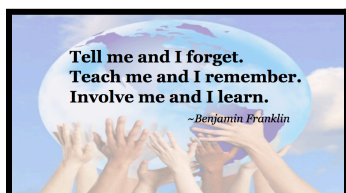
Mathematics instruction in District 67 provides the opportunity for all students to have a rigorous, engaging, and accessible curriculum which focuses on developing students' deep understanding of mathematical concepts. In order to achieve this, students engage in a high level of discourse and are exposed to multiple strategies in order to solve complex problems. The backbone of this instruction comes from *Bridges 3rd Edition* and *Number Corner 3rd Edition* which has been developed by the Math Learning Center after years of research in the field of elementary mathematics instruction.

## BRIDGES 3

In third grade, students will focus on multiplication/division, fractions, and area. Throughout the year, they:

- multiply and divide numbers within 100 (with fluency)
- Solve word problems involving the four operations
- add and subtract with numbers to 1,000
- work with unit fractions (fractions with a 1 in the numerator like  $\frac{1}{3}$  and  $\frac{1}{6}$ ) and add and subtract fractions
- Understand concepts of area and perimeter

## INQUIRY



In District 67, we believe inquiry is the process in which students acquire key knowledge and skills through questioning and ownership of their learning with an emphasis on process rather than product.

All K-4 students will have inquiry experiences infused into their learning during the school year. Throughout the course of the year, students will be participating in inquiry-based, student-driven units that align to *Illinois State Social Science Standards* and *Next Generation Science Standards* (NGSS). Third grade students build on their questioning skills and begin to develop claims using evidence from multiple sources.

STEM/SCIENCE	SOCIAL STUDIES
<p>In third grade, students will explore key elements of Physical, Earth and Life sciences. Students will learn about forces and motion, how weather and weather patterns affect our daily lives, and how organisms adapt and survive over time.</p> <p>Essential questions guiding student inquiry include:</p> <ul style="list-style-type: none"> <li>• How do forces affect our daily lives?</li> </ul>	<p>In third grade, students will expand on prior knowledge and inquire about communities near and far through the lenses of history, geography, economics and civics through their <i>Create a City</i> and their <i>Chicago</i> units.</p> <p>Essential questions guiding student inquiry include:</p> <ul style="list-style-type: none"> <li>• How do communities function to meet the needs of its members?</li> </ul>

<ul style="list-style-type: none"> <li>• How do living things adapt in the face of change?</li> <li>• How do weather patterns impact our decisions?</li> </ul> <p>SAM Labs coding opportunities are integrated into each of the units of instruction throughout the school year.</p> <p>For more information about the specific standards driving our units of study, please see the Next Generation Science Standards at <a href="https://www.nextgenscience.org/">https://www.nextgenscience.org/</a></p>	<ul style="list-style-type: none"> <li>• How have people and events shaped Chicago's past?</li> </ul> <p>For more information about the specific standards driving our units of study, please see the Illinois Social Science Standards at <a href="https://www.isbe.net/socialsciences">https://www.isbe.net/socialsciences</a></p>
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WELLNESS
<p>Students develop their well-being through healthy exercise focused on fitness games/activities. Fundamental skills are introduced and developed for team sports and challenge/cooperative games. State learning standards are used to meet the needs of our students. The program also provides a high level of activity, which encourages problem solving and creativity. The goal is to provide diverse opportunities for individual success, while encouraging all students to work to their maximum potential through encouragement and positive reinforcement. The program promotes the enjoyment of being active while incorporating cooperation, respect, and the acceptance of differing levels of ability and leadership.</p>

RELATED ARTS
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The arts curriculum encourages the development of creative skills, the ability to see and think through relationships of color, perspective, and aesthetics, and the capacity for individual expression through various artistic media and music. We offer experiences in art and music for students in third grade. Students experience both art and music weekly.

ART	MUSIC
<p>In third grade, artists are encouraged to express original thinking while continuing to develop the art elements of line, shape, color, space, value, texture and form. Students are now formally introduced to the design principles of movement, pattern, balance, proportion, unity and variety. Art lessons are planned to give students greater opportunities to experiment with selecting from a variety of tools and media, discovering which work best to achieve a desired effect. The art process and product are more sophisticated, as young artists transition from basic skills and techniques to a more intermediate level of artistic expression. Students are given</p>	<p>In third grade, music students read and perform eight-beat rhythms including sixteenth notes. Reading and singing three-note melodies (mi-re-do) on the musical staff and using singing voices to echo and improvise is expected. They maintain part independence through ensemble playing. Additionally, listening and following directions is a measured standard. Rhythm, melody and harmony are used to drive instruction.</p>

opportunities to reflect on their artwork, both in written and verbal form.



## WORLD LANGUAGE - SPANISH

In third grade, students attend Spanish for three 30 minute classes per week. Building on second grade skills, students will continue to learn to speak, read, write and listen to authentic language following the Alba y Gael Elementary Curriculum by Klett Languages. This curriculum complies with the ACTFL World-Readiness Standards for Learning Languages:



**Communicate** in Spanish; Gain Knowledge and Understanding of other **Cultures**; **Connect** with other Disciplines and Acquire Information; Develop (**Comparisons**) Insight into the Nature of Language and Culture; Participate in Multilingual **Communities** at Home and Around the World

Throughout the year they:

- expand upon vocabulary such as greetings, classroom commands, alphabet, colors, numbers, calendar, family, school, daily routines, and weather through music, movement, games and technology
- expand upon interpersonal skills through common questions and answers
- build skills to interpret the written and spoken language
- present information about themselves and others

In addition to Spanish, a Mandarin language program is offered at Cherokee Elementary School. For more information on the Mandarin program, see the [Mandarin Curriculum Highlights](#).

## LIBRARY/INFORMATION LITERACY

The library program for third grade students encourages the independent use of the library. The love of reading is emphasized and students are encouraged to broaden their choice of reading materials. Students will develop research skills and become more comfortable using print and non-print materials. Students are taught technology skills and keyboarding for success, including the care and use of their assigned device and safe practices for online resources. Digital citizenship practices & keyboarding practice are embedded within the curriculum. The librarians are instructional partners who collaborate with teachers to design and teach engaging learning experiences.

## DIFFERENTIATED LEARNING OPPORTUNITIES



All students experience differentiated instruction throughout their days in a variety of ways. Differentiation can look like personalizing a student's experience in goal-setting, small group work, or individualized conferences. It can also include altering the product a student works toward, providing a different process to use to get to an end goal, or allowing students to pursue passions and interests. All of these possibilities are supported by both classroom teachers and specialists alike, as well as inside the classroom and beyond. There is a designated time during the school day, called extended learning time, which provides an additional, targeted time for differentiated instruction to occur. This time is utilized for additional reading, writing, math, or word study time, as well as a time for students to pursue various passions or interests.

**Educating Without Boundaries...Learning Without Limits**