



HUNTLEY 158 LEARNING GUIDE



ABOUT THIS GUIDE:

This guide was developed to provide families and caregivers with the information and tools they need to support their children socially and academically in school by highlighting the important work and learning of the grade. With these Guides, families can engage more deeply in their children's education, advocate for them, and build partnerships with their teachers - thus developing the strong bond between students, families, and teachers that ensures kids thrive.

GRADE 3

WHAT YOU WILL FIND IN THIS GUIDE:

- *What Your Child Should Know & Be Able To Do*
- *Everyday Activities to Support Learning at Home*
- *Understanding Education Words*

EXPECTATIONS FOR LITERACY



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

Learning to read and write:

- Apply grade level phonics to sound out and write out most words. Students should be able to decode accurately and write words with several syllables, and know and use suffixes and prefixes.
- Read grade level texts smoothly and with expression; reading between 102-122 words per minute on a third grade passage, with 95% accuracy, by the end of the year.
- Write complete sentences and simple paragraphs about what they are learning, with mostly correct spelling, capitalization, and punctuation.
- Write and speak with appropriate grammar for third grade; including compound and complex sentences (prefixes, suffixes, subject-verb agreement, verb tenses.)

Learning about the world through text:

- Ask and answer questions about stories and texts read independently. Retell what happened, explain key ideas, and describe connections between ideas. Show text evidence that supports their thinking.
- Refer to parts of a text or use text features to understand that how the text is organized (text structure) contributes to the meaning of stories or informational text.
- Make connections across related texts, and compare and contrast themes in literature or important ideas in informational text.
- Figure out the meaning of unknown words in text by using context clues or tools, like glossaries. Determine or clarify the meaning of unknown words and distinguish literal from nonliteral language.
- Present information in a variety of ways; including speaking and writing to explain new learning, expressing an idea or opinion about a topic, or describing a personal experience. Third graders should include an introduction, supply reasons, examples or details to support their topic, use linking words to connect ideas (because, therefore, since), and include a concluding statement or section.



HOW TO SUPPORT LEARNING AT HOME:

- Challenge your child each day to **choose something they want to read** on their own. Support your child in reading books of interest rather than focusing on the type of text.
- Encourage your **child to read out loud**. This can be done with a family member, pet, or even a stuffed animal. It can also be helpful to your child to see and hear others read out loud.
- Have **“text talk” conversations**. Ask them to summarize the important ideas in their own words. Ask them to show you which parts of the text helped them gain this information.
- **Use closed captioning**. Turn on the closed captioning while watching TV to allow your child to read along.
- **Pick a topic to learn more** about together! Read books, look online, do things together. This helps build knowledge and a love of learning.
- Encourage your child to **use writing regularly in the real world**. This could include grocery or chore lists, as well as writing in a journal or in a notebook. They could write stories they come up with on their own, or write about their own experiences they have had or something new they learned.

ALL STUDENTS ALWAYS

EXPECTATIONS FOR MATH



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- Solve two-step word problems using addition, subtraction, multiplication, and division. (**For example**, “You already have 18 pens. There are 3 new packs of pens with 6 pens in each pack. How many pens do you have now?”)
- Begin to multiply numbers with more than one digit within 100, using place value understanding (multiplying 7×60). Understand the meaning of division. Relate division to multiplication. (**For example**, “I know that $63 \div 9 = 7$ because I remember $7 \times 9 = 63$.”)
- Understand fractions as parts of whole. (**For example**, $\frac{3}{4}$ inch is the length of 3 of the parts when 1 inch is broken into 4 equal parts.)
- Understand fractions as numbers. This includes representing fractions and whole numbers on a number line diagram; equating whole numbers and fractions ($\frac{6}{6} = 1$ and $3 = \frac{3}{1}$); and comparing fractions in simple cases where the numerators are equal or the denominators are equal ($\frac{2}{8}$ is less than $\frac{6}{8}$ because two parts of a given size are less than six parts of the same size).
- Solve mathematical problems involving measurement, including intervals of time, liquid volumes, and mass.
- Relate an understanding of area to multiplication and division.



HOW TO SUPPORT LEARNING AT HOME:

- Work on **fact fluency** with addition and subtraction.
- **Practice multiplication and division** facts.
- As children engage with their world, ask **two-step** addition, subtraction, multiplication, and division problems.
 - **For example:** Your friend had 104 beads. She bought two packs of beads and now she has 124 beads. How many beads were in each pack?
 - **For example:** I set up a game of Mancala. I have a jar of 104 stones. From the jar I took 3 stones for each of the 6 pits on my side of the game board. How many stones are in the jar now?
- **Play 2-digit multiplication or addition “War” with cards at home.** Each person takes two number cards and multiplies or adds the numbers together. The person with the highest number wins and takes all the cards. Relate multiplication to an understanding of division ($9 \times 4 = 36$, therefore, 36 divided by 9 is 4), and addition to subtraction ($9+4=13$, therefore, $13-4=9$).
- **Use the language of unit fractions** (one-fourth, one-half, one-third) when sharing. (“You get one-fourth of the money earned babysitting and your brother gets three-fourths”).
- Practice **telling time** and figuring out how much time it takes to complete activities/tasks.
 - **For example:** How many minutes is your soccer practice? Or what time do we need to leave home to make it to school on time?
- Work with **time to the nearest minute**. Solve problems such as: “We left home at 1:15 and got there by 2:03. How long did it take us to get there? It will take us three times as long to get home because of traffic. How long will it take?”

ALL STUDENTS ALWAYS

CHARACTERISTICS OF A SUCCESSFUL LEARNER IN THIRD GRADE



WHAT YOUR CHILD SHOULD KNOW & BE ABLE TO DO BY THE END OF THIS YEAR:

- **Identify and manage emotions and behavior.** This looks like:
 - Distinguishing among intensity levels of an emotion
 - Showing good sportsmanship
- **Accept responsibility for actions.** This looks like:
 - Demonstrating ways to deal with upsetting emotions.
 - Demonstrating an awareness of how your behavior affects others
- **Seek help when needed.** This looks like:
 - Identifying when to problem solve independently and when to seek help from trusted adults or peers
 - Describing how peers can support each other in school.
- **Demonstrate respect for others & work collaboratively with peers.** This looks like:
 - Understanding that others may feel differently from you about the same situation
 - Demonstrating the ability to listen to others thoughts and ideas and accepting that your idea may not always be chosen through group consensus.
- **Apply problem solving strategies with peers.** This looks like:
 - Demonstrating constructive conflict resolution strategies
 - Explaining how resolving a conflict can strengthen a relationship
- **Stay involved in the well-being of the classroom, school, and community.** This looks like:
 - Participating in making, following, and enforcing class rules
 - Engaging in the activity that is expected at the time

See [ISBE's learning expectations](#) for additional ideas.



HOW TO SUPPORT THESE SKILLS AT HOME:

- Give many opportunities for decision making and deciding what your child would do in particular situations.
- Help kids see that everyone makes mistakes and the important thing is to learn from them, not dwell on them.
- Make sure to discuss that it's okay to fail. It's natural to want to protect your child from failure, but trial and error is how kids learn.
- Set reasonable limits, offer explanations of limits, and stay consistent with consequences when limits are broken.
- Praise perseverance. Learning not to give up at the first frustration or bail after one setback is an important life skill.
- Limit screen time. The American Academy of Pediatrics recommends no more than 1.5-2 hours of total screen time each day. Studies have shown that excessive screen time can lead to emotional dysregulation and negatively impact academics (Ed. Tech 2023).
- Discuss appropriate responses (problem solve) *before* conflicts occur.
- Reinforce, praise and encourage positive behavior.

ALL STUDENTS ALWAYS

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN ART:

- **Use** a variety of processes & materials to create artwork safely and responsibly and demonstrate quality craftsmanship in an artwork.
- **Include** details in artwork to increase meaning.
- **Prepare** artwork & an Artist Statement, for presentation.
- **Use** knowledge of color families in artwork.
- **Use** lines and shapes to create patterns.
- **Identify** geometric vs. organic shapes.



EXPECTATIONS IN MUSIC:

- **Create and perform** standard notation on the recorder.
- **Improvise** through singing, movement, classroom percussion instruments and body percussion.
- **Create and perform** melodies (including diatonic pitches) and rhythms (introducing dotted half notes and half/whole rests) using standard notation in the treble clef.
- **Examine** how the elements of music give clues to a composer's intent and utilize those elements to express intent in their own compositions.
- **Explore** the cross-curricular relationships between music, other arts, and the world around them.

EXPECTATIONS FOR SPECIALS



EXPECTATIONS IN PHYSICAL EDUCATION:

- **Combine** locomotor skills of skipping, hopping, jumping, running into one fluid movement pattern.
- **Develop** motor skills of overhand throwing, dribbling and kicking with feet, striking an object with a bat or long implement, and rolling a ball.
- **Combine** movement patterns of different levels, speeds, directions and force.
- **Accept** and implement specific feedback, and exhibit personal responsibility in activities.
- **Discuss** and understand the challenge of learning new skills and activities.



EXPECTATIONS IN EXPLORE:

- **Use** scientific reasoning to ask questions, make observations, and investigate ideas to acquire knowledge of phenomena and solve problems: Collaborate and communicate effectively for specific purposes.
- **Recognize** that there is a variation among the same species, explain why the traits of an offspring may vary from those of their parents, identify the genotype and phenotype of different traits, and gather and analyze data on traits through Punnett squares.
- **Understand** the effect of forces on the stability and motion of an object, compare and contrast simple machines and compound machines, and apply mathematical thinking to solve problems.
- **Analyze** the effect that environmental changes have on organisms and their habitats, analyze how the needs of organisms are met within a habitat, and evaluate the effect of invasive species on a specific habitat.

EDUCATION WORDS IN THIRD GRADE



Phonics

Students use the relationship between the letters in written language and the individual sounds in spoken language in order to read and spell words. The process of converting printed words into spoken words is called **decoding**. This involves looking at a word and connecting the letters and sounds and then blending those together to make a word.

Automaticity

Automaticity is the ability to do things without thinking about each step in the process. It is usually the result of learning, repetition, and practice. We think about automaticity in terms of learning phonics patterns so that words can be read quickly by sight. We also think about automaticity when we talk about knowing math facts.

Fluency

Fluency is the ability to read with speed, accuracy, and proper expression that shows comprehension of what is being read.

Figurative language/ Nonliteral Language

Figurative language is a form of expression that uses nonliteral meanings to convey a more abstract meaning or message. Some authors use figures of speech to be more interesting, effective, and impactful. ("My dog's coat is as black as coal." "He was a lion when he fought for what was right.")

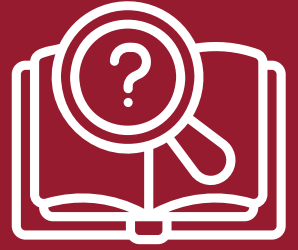
Base Word

A base word is a word that can have a prefix or a suffix added to it. When a prefix or suffix is added to a base word, the word's meaning changes and a new word is formed. A prefix is added to the beginning of a base word and a suffix is added to the end. (For example, in the word *unhappiness*, the *base word* is happy. The prefix "un" and the suffix "ness" change the meaning of the word happy.)

Prefix

A prefix is a group of letters added to the beginning of a word that changes its meaning. Adding "un" to the word "clean" makes the word mean "not clean." Other common prefixes are "re," "dis," "over," "mis," and "out".

EDUCATION WORDS IN THIRD GRADE



Suffix

A suffix is a group of letters added to the end of a word. Suffixes can change the meaning of a word. Adding “less” to “end” changes its meaning to “without end.” A suffix can also change how the word is used. The noun “child” becomes an adjective “childish” when you add the suffix “ish.”

Text Features

Text features include all the components of a story or article that are not the main body of text. These include the table of contents, index, glossary, headings, bold words, sidebars, pictures and captions, and labeled diagrams.

Text Structure

Text structures refer to the way authors organize information in text. Recognizing the underlying structure of texts can help students focus attention on key concepts and relationships, anticipate what is to come, and monitor their comprehension as they read.

Algorithm

A set of steps that works every time as long as the steps are carried out correctly.

Area

The number of square units that cover a flat figure without gaps or overlaps.

Factor

When we multiply two whole numbers to get a product, each of those numbers is a factor of the product.

Unit Fraction

A fraction with 1 in the numerator.

Numerator and denominator

The numerator is the top number in a fraction. It shows how many parts we have. The denominator is the bottom number in a fraction. It shows how many parts the item is divided into.

Equivalent Fractions

Fractions that have the same size and describe the same point on the number line. For example, $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent fractions.

ALL STUDENTS ALWAYS