Mehlville School District
Individually Focused. Committed to All.

Parent/Student/Family Curriculum Handbook

Third Grade

2023 - 2024

Dear Parents, Guardians, Students and Families of the Mehlville School District:

The Curriculum Department is pleased to present you with the Mehlville School District Parent/Student/Family Curriculum Handbook. This handbook has been developed to help you understand what children should know and be able to do by the end of each grade level in each subject area.

This handbook is revised annually and includes Board-approved curriculum revisions to help meet the identified educational objectives for your child's grade level. Our teachers, principals and directors have provided suggestions for families to enhance and assist with your child's learning. We hope this handbook is helpful to you in having meaningful discussions with your child and your child's teacher about the curriculum being taught in their classroom.

Mehlville teachers and administrators work diligently to provide the best education possible for your children. We appreciate your support and the opportunity to serve in such a wonderful community. If you have any questions or comments regarding curriculum, feel free to contact your teacher, principal, curriculum directors (listed in the *Acknowledgements* section at the back of this book), or me. We welcome your thoughts and appreciate hearing from you.

The Mehlville School District provides educational opportunities for students and families from birth through adulthood. We are very proud to serve thousands of families beginning with our Parents as Teachers Program (PAT), Early Childhood Program, K-12 Programs, and our Community Education Program. It is our hope these important programs enhance the quality of life for all district patrons.

To access the handbook online, please go to *www.mehlvilleschooldistrict.com*, click on *Curriculum*, then *Handbooks*. We are happy to provide hard copies for families that prefer them over online access. Please take a few moments to look at the handbook and feel free to let us know your thoughts regarding the prepared documents.

The Mehlville Board of Education, Central Office Team, Principals, Curriculum Directors, Teachers and Support Personnel all wish you and your child a successful school year.

Sincerely,

Brian E. Smith, Ed.D.
Asst. Superintendent, Teaching and Learning
smithb@msdr9.org
(314) 467-5154
Fax: (314) 467-5198

English Language Arts

The Third Grade English Language Arts curriculum includes instruction on reading, writing, language, and speaking and listening. Instruction in reading will provide students with opportunities using phonics, fluency, vocabulary, reading skills as well as strategies to comprehend, analyze and evaluate a variety of texts. For the strand of writing, students will compose well-developed texts of various types by following a writing process and attending to the audience, purpose, ideas, content, organization and sentence structure, word choice, and conventions. Instruction for the speaking and listening strand will facilitate students in developing listening and speaking skills in order to acquire and disseminate information.

Course Objectives:
- comprehend and explain the key ideas and details from a variety of texts, media, and/or speakers by using evidence from the text
- understand how the author's craft, purpose, and structure shapes the content and style of a text, making connections between sentences and paragraphs in a text
- use a variety of strategies to determine the meaning of words and phrases the author uses in a text and will use grade appropriate vocabulary when writing or speaking
- compare and contrast texts and/or media on similar themes or topics and distinguish their own point of view from the narrator's or character's point of view
- research information and integrate knowledge and ideas from multiple sources and use this when reading, writing, or speaking about the topic
- fluently read and comprehend a range of texts, at or above grade level, independently and proficiently by applying appropriate decoding strategies
- write opinion, narrative, and informative pieces for a variety of audiences and purposes using grade appropriate craft and structure
- develop and strengthen their writing by following a writing process with guidance and support from peers and adults
- demonstrate and apply the command of Standard English grammar and usage when reading, writing, or speaking
- utilize technology to research information, collaborate with peers, publish writing, and to present knowledge and ideas
- engage in a range of collaborative discussions with diverse partners on grade three topics and texts using grade appropriate discussion protocols and will clearly present knowledge and ideas for a variety of audiences and purposes

Parents/Families may assist their children by:
- reading to and with them
- discussing, predicting and retelling stories
- helping with the writing process
- reviewing spelling and vocabulary words
- reading school notes with them
- talking and listening to them
- practicing two and three-step directions
- comparing likes and dislikes of genres of literature with family members

English Language Development for Newcomers K-5

English Language Development for Newcomers instruction is for non-native English speakers with a beginning level of English proficiency. The instruction is designed to support English language acquisition in the areas of social language and academic language. Students will practice listening, speaking, reading and writing skills.

Newcomers receiving additional English language development instruction will build a strong foundation in language in order to acclimate to the American school system and culture.

Course Objectives:

Multilingual learners will…

- learn and engage in social language needed to participate in a school setting
- learn and engage in academic language needed to participate in a school setting
- develop basic spoken English vocabulary by participating in simple conversations
- apply listening comprehension to information presented in diverse media
- develop basic concepts of communication through viewing and representing language

Parents/Families may assist their children by engaging in any of these activities in their home language:

- making sure they know their birthday, address and phone number
- nurturing their language through conversation and reading
- exploring a variety of books together through reading, discussing, labeling pictures, and retelling stories
- joining them in singing songs or chants, playing games, counting objects, and identifying letters in their environment
- providing art supplies and writing materials: pencils, crayons, markers, scissors, glue, and blank paper to draw and write
- exploring the community: stores, zoo, park, mall, public library and talking about these activities
- giving them numerous opportunities to interact with peers
- encouraging them to write notes, letters, lists, and signs
- checking for daily communication from school
- asking them about their school day
- requesting an interpreter as needed

English Language Development Third Grade

Mehlville School District Department of English Language Development services uphold students' civil rights by supporting academic and cultural development through research-based curriculum to meet academic proficiency. Language development is influenced by teachers, administrators, parents, and students to maximize educational impact. Models of English language development instruction include: co-teaching, content-based, and pullout.

Course Objectives

The language expectation for multilingual learners is to use social and academic language in all content areas.

Multilingual learners will…

<u>Social and Instructional Language</u>

Narrate
- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Inform
- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

Explain
- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Argue
- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

<u>Language for Language Arts</u>

Narrate
- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language
- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Inform
- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps
- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

Language for Mathematics

Explain
- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure
- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

Argue
- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations
- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

Language for Science

Explain
- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Argue
- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions
- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language for Social Studies

Explain
- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question
- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

Argue
- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion
- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

Parents/Families may assist their children by:

- making sure they know their address and phone number
- nurturing their languages in addition to English through conversation and encouragement of reading skills your child may have in additional languages
- joining them in playing games, assembling puzzles and models, and encouraging them in the use of a variety of art materials
- encouraging them to write notes, letters, lists, and signs
- giving them numerous opportunities to visit the public library and check out books and magazines related to their interests and needs
- helping them stay organized by making sure a time and place is set aside for homework, ensuring that homework is returned, reviewing vocabulary, math facts, and spelling as needed and helping to assemble supplies for special projects
- exploring the community
- checking for daily communication from school
- asking them about their school day
- requesting an interpreter as needed

Gifted (STRETCH)

The primary grade level gifted curriculum incorporates the core curricular areas as an instrumental foundation. Activities are designed to introduce the students in kindergarten through third grade to higher level thinking skills, problem solving techniques, creativity, research skills, and to promote understanding of self, others and the world.

In order to correctly identify as many gifted students as possible, a uniform multi-criteria screening process is necessary. The following battery of tests and inventories is used in accordance with state guidelines to determine eligibility for gifted education:

- Ability Tests
- Achievement Tests
- Creativity Tests
- Parent and teacher surveys of student behaviors and characteristics

Course Objectives:
- apply research skills to develop a knowledge base for use in product development
- utilize at least one of the higher level thinking skills of analysis, synthesis and/or evaluation
- demonstrate the necessary skills to recognize and solve a problem
- exhibit the creative thinking skills of fluency, flexibility, originality and elaboration in written, oral and/or visual presentations
- gain self-awareness and develop interpersonal skills

Parents/Families may assist their children by:
- using their questions and expressions of interest as guides into further learning and exploration
- providing opportunities that can spark interest
- visiting museums, art galleries, educational institutions and historical places
- opening their world to encompass as many and varied experiences as possible
- encouraging them to take a chance on a new activity
- helping them understand that it's okay to make mistakes
- stimulating and widening their minds through suitable experiences with books, recreation, travel, games and the arts
- being an advocate for them

Recommended Reading For Parents:
- *Guiding the Gifted Child* by James T. Webb, Ph.D., Elizabeth Meckstroth, M.S.W. and Stephanie S. Tolan, M.A.
- *When Gifted Kids Don't Have All the Answers* by Jim Delisle, Ph.D. and Judy Galbraith, M.A.
- *Teaching Gifted Kids in the Regular Classroom* by Susan Winebrenner

Guidance and Counseling

Mehlville School District Guidance and Counseling activities for students in third grade will consist of experiences in the areas of learning skills, making decisions, understanding and getting along with others, understanding and accepting self, personal responsibilities and career awareness.

Assessment includes counselor/teacher/student observations, classroom activities and verbal/written quizzes.

Course Objectives:
- demonstrate knowledge of how learning skills relate to school success
- demonstrate understanding of consequences as they relate to a decision-making process
- demonstrate knowledge of how to resolve conflicts and get along with others
- demonstrate the ability to identify and build on personal strengths
- demonstrate knowledge of personal responsibilities
- demonstrate knowledge of career pathways

Parents/Families may assist their children by:
- working closely with the school counselor
- modeling appropriate behavior for their children
- practicing and encouraging listening skills
- encouraging them to discuss school issues with their counselor

Health

The third grade health curriculum will cover a variety of health topics such as body organs, social groups, personal hygiene, nutrition and disease prevention.

Assessment includes the anecdotal records of teacher observations of student skills and performances. Paper and pencil assessments are given, as well as teacher-made quizzes.

Course Objectives:
- identify and describe basic functions of major body organs
- identify at least five characteristics and responsibilities needed to be a contributing member of a healthy family and community
- identify healthy practices regarding dental and physical hygiene, exercise and rest
- categorize foods into appropriate food groups based on nutrient content
- identify how food choices are influenced by outside factors
- identify two examples of both communicable and non-communicable diseases
- identify good decision-making, problem-solving, goal-setting, refusal/assertive, coping and stress management skills
- demonstrate basic first aid techniques for minor injuries
- identify unsafe environmental areas
- identify the differences between safe and unsafe drugs

Parents/Families may assist their children by:
- discussing strategies to avoid acceptance of tobacco, alcohol and other drugs
- discussing proper personal hygiene
- following general good health habits
- seeing that they get enough sleep
- discussing healthy eating habits

Library Media

Third grade students will build on their skills in independent use of the Library Media Center, focusing primarily on the Dewey Decimal System and expanding on literature enrichment and parts of the book.

Assessment includes librarian and teacher observations of student skills and performances. Teacher-assigned projects are used as assessments.

Course Objectives:
- find, evaluate, and select appropriate sources to answer questions
- identify and discuss story elements, structures of text and patterns of language
- understand timeliness and reliability of sources of information
- demonstrate self-motivation as a reader
- recognize the parts of a book such as title page, table of contents, index and glossary
- apply knowledge of library organization to locate materials
- demonstrate respect for the intellectual property rights and ideas of others
- abide by the Acceptable Use Policy for Electronic Resources

Parents/Families may assist their children by:
- taking them to the library
- promoting reading at home
- encouraging proper care of library resources
- encouraging the timely return of library materials
- involving them in library programs

Mathematics

Mathematics is designed to provide a classroom environment where the beginning learner develops number sense in everyday life by applying mathematical processes, reasoning, and problem-solving strategies. The topics covered are multiplication and division within 100, unit fractions and relative size of common fractions, and geometry with a focus on area and describing 2-D shapes. The student will move through concrete models to pictorial representation, to abstract representation of mathematical concepts with an emphasis on problem solving and reasoning. The student will be taught using methods that encourage hands-on activities and performance tasks that will develop understanding and application.

Course Objectives:
- make sense of problems and persevere, reason abstractly and quantitatively, model with mathematics, use tools strategically, attend to precision, make use of structure, look for and make use of repeated reasoning, construct viable arguments, and critique the reasoning of others when solving problems
- represent and solve problems involving multiplication and division
- understand properties of multiplication and the relationship between multiplication and division
- multiply and divide within 100
- solve problems involving the four operations, and identify and explain patterns in arithmetic
- use place value understanding and properties of operations to perform multi-digit arithmetic
- develop understanding of fractions as numbers
- solve problems involving measurement and estimation of time intervals, liquid volumes, and masses of objects
- represent and interpret data
- understand concepts of area and relate area to multiplication and addition
- recognize perimeter as an attribute of plane figures and distinguish between linear and area measures
- reason with shapes and their attributes

Parents/Families may assist their children by:
- showing how math is used daily
- practicing basic multiplication and division facts
- going shopping with them and counting money
- checking their schoolwork
- letting them tell you the time
- pointing out different shapes of everyday objects

Please see page 17 of this handbook for information on related websites.

Music

In Third Grade Music, students broaden their musical knowledge and skills through the artistic processes of creating, performing, responding to, and connecting with music. Students engage in a variety of artistic mediums including singing, playing instruments, moving, reading, and listening.

Course Objectives:
- The student will conceive and develop new musical ideas and work.
- The student will realize artistic ideas and work through interpretation and presentation.
- The student will understand and evaluate how the arts convey meaning.
- The student will relate artistic ideas and work with personal meaning and external context.

Parents/Families may assist their children by:
- singing with them
- listening to them sing
- encouraging them to move to the beat of the music
- listening to a variety of music in the home/car
- providing opportunities to experience and/or participate in music outside the home
- discussing appropriate audience behavior at various musical events
- attending their school performances
- playing instruments together at home (ex - drum, kazoo, bucket)

Physical Education

3rd Grade Physical Education supports skill development as well as conceptual fitness and health knowledge with daily physical activities and formative feedback. In addition to developing locomotor and non-locomotor skills, manipulative skills and rhythmic movement, PE introduces students to self-management strategies and lifelong healthy habits.

Course Objectives:
- The student will describe the concept of fitness and make the connection that physical activity is a way to become healthy.
- The student will combine both locomotor and manipulative skills in physical activities and games and begin to develop strategies.
- The student will develop fitness knowledge through the completion of fitness assessments and review of the results.
- The student will demonstrate personal responsibility, teamwork, and a respectful and inclusive attitude in social and physical activities, including skills practice, games, and sports.
- The student will actively participate in daily class fitness objectives and routines, including exercises, games, and skill development, to build the components of health and skill-related fitness.

Parents/Families may assist their children by:
- being a role-model of good sportsmanship
- taking a walk together
- involving them in sports
- facilitating appropriate exercise activities
- encouraging physical activity

Remedial Reading Services

Remedial reading services are offered to eligible students at each elementary building in the Mehlville School District. Reading services are supplemental to classroom reading instruction. Reading Specialists provide remedial reading groups for grades K-3 and grades 4-5 if space allows.

Children are referred for remedial reading services by their classroom teachers. After permission to evaluate is received from the parent, the Reading Specialist administers an individual reading assessment to the student. Based on the results of the assessment, children may be eligible for remedial reading services. Parents are notified of assessment results and children are placed in the reading program as appropriate. Children who participate in remedial reading programs are reassessed at the end of each school year to evaluate progress and determine eligibility for the following school year. Parents are notified of their child's assessment results and eligibility for the following school year in May.

Science

The Third Grade student will be studying about forces and interactions, inheritance and variation of traits, interdependent relationships in ecosystems, and weather and climate. In addition, the students will utilize the science and engineering practices by asking questions and defining problems, planning and carrying out investigations, and constructing explanations and designing solutions. The teacher will use a hands-on, minds-on approach to actively engage the students in constructing and revising their understanding of these concepts.

Course Objectives:
- understand that force is a push or pull on an object using both strength and direction
- understand that patterns of an object's motion can be observed, measured, and predicted
- understand that energy can be transferred even when objects are not touching
- understand that living things change over time
- understand that plants and animals have different traits
- understand that plant and animal traits can be influenced by the environment
- understand that organisms depend on one another to survive in their environment
- understand that environmental changes affect living things
- understand that weather has patterns that can change and be predicted
- understand that climate is the typical weather condition of an area
- understand that natural processes can cause natural hazards and that humans can take steps to help reduce the results of those hazards

Parents/Families may assist their children by:
- growing a plant or garden
- discussing the weather
- discussing how the differences and similarities in a variety of plants and animals
- taking trips to the St. Louis Zoo, Magic House, Science Center, Botanical Gardens, Butterfly House, etc.
- going to parks and exploring nature

Social Studies

The Third Grade student will investigate core social studies concepts, such as geography, economics and history with a focus on Missouri, both past and present. Students will learn about the diverse social and cultural groups of Missouri and their impact on American history.

Course Objectives:
- The student will identify and describe geographical and historical features of Missouri using maps and other tools.
- The student will read about and discuss the importance of natural, capital, and human resources to Missouri's economy.
- The student will examine cultural interactions and conflicts among the diverse cultural groups in Missouri.
- The student will identify the structures of Missouri government and responsibilities of Missouri citizens.
- The student will read about and discuss multiple perspectives of historical events.
- The student will learn how Missouri is diverse both physically and culturally.
- The student will explore challenges confronted by Missourians during the 19th and 20th centuries, such as the Civil War, Great Depression, and the civil rights movement.

Parents/Families may assist their children by:
• reviewing map skills and letting them use a road map on your travels by referring to the map scale and other general map features
• talking about our state and historical events
• discussing appropriate current events
• demonstrating/discussing good citizenship and volunteerism
• discussing how basic economic concepts, like supply and demand, effect activities like buying gasoline and groceries

Special Education

Special School District (SSD) provides special education and related services for students with educational disabilities in the Mehlville School District.

In collaboration with partner districts, Special School District provides technical education and a wide variety of individualized educational and support services designed to ensure the student's successful contribution to our community.

If you suspect that your child may have an educational disability and require an evaluation for special education, you should contact your child's teacher, school counselor, or principal.

Technology Literacy

The third grade technology literacy curriculum will use the Herzog method of keyboarding to introduce proper keyboarding posture and fingering techniques for all letters. The student will use basic word processing and formatting skills in classroom projects, be introduced to their software applications and learn responsible use of technology.

Assessment includes teacher observations of student skills. Teacher-assigned projects are used to assess the technology literacy curriculum.

Course Objectives:
- demonstrate the proper care and use of various types of technology equipment
- use technology tools to demonstrate basic operations and concepts involving computer applications, hardware and software
- explore Internet Web sites in teacher-led sessions
- demonstrate positive ethical and social behaviors including compliance with the Acceptable Use Policy
- demonstrate knowledge of copyright laws as they pertain to individual work
- display proper and accurate keyboarding technique
- use appropriate computer applications to plan, create, and present a project

Parents/Families may assist their children by:
- providing a home computer and encouraging its use
- encouraging keyboarding skill enhancement
- supporting school technology literacy programs
- allowing them to use Internet programs with supervision

Visual Arts

In Third Grade Visual Arts, the student will develop their creative ability and explore different art media, such as drawing, painting, sculpture and printmaking. The student will be exposed to famous artworks from history and other cultures as well as learn skills in interpreting and discussing works of art.

Course Objectives:
- Create - The student will have opportunities to play, investigate, acquire skills and interact with art materials and art processes.
- Perform - The student will be able to select, analyze, explain and share art experiences.
- Respond - The student will be able to perceive, analyze, interpret and evaluate works of art and their art experiences.
- Connect - The student will be able to connect art work to their own personal lives or the lives of others

Parents/Families may assist their children by:

- Making coloring important and providing blank paper and coloring books along with crayons and markers
- Visiting the Art Museum and partaking in programs designed for young children
- Checkin out art books written for young children from the library
- Encouraging creativity and providing a place for children to work and explore building with different materials

Websites to Help Your Child Continuing Learning at Home

Prior to publication of this document, each site below was checked for appropriateness. The Mehlville School District is not responsible for any content or advertisements housed/published on these sites.

District Purchased: Log In through Class Link

Discovery Education
Videos, articles, and content for all subject areas.

i-Ready
Math & ELA practice through student individualized "My Path" or digital math games.

NewsELA
Large content of authentic and accessible articles to support/enhance curriculum and engage learners. Articles available across multiple reading levels.

Reading A-Z
Leveled books for reading instruction at all ages K-5.

Scholastic Learn at Home
Activities & projects to keep kids reading, thinking and growing.

World Book Online
Online reading resources

Typing Club (Grades 3-5)
Touch typing practice and instruction for kids

Free Online Sites

Epic!
Online reading resources. Videos, read to me books, Ebooks, leveled books, and more available to support reading instruction.

Khan Academy
Standards-aligned, student-paced instruction in math and social studies.

GoNoodle
Brain break videos for children that include: movement, academic, Social Emotional Learning, mindfulness, and more!

Kids Health
Resources for teaching health and safety. Students can access information without logging in.

Scratch
Coding website. You can use scratch to create stories, games, and animations.

Code.Org
Coding website dedicated to bringing computer science skills to all learners

World Book Online Web

World Book Online, a grade-appropriate research tool that includes encyclopedias, multimedia, eBooks, and primary source databases, is available to Mehlville students both at school and at home. The online reference tool developed by education experts also includes a time-line builder, citation builder, individual research accounts, a translation toll generating content in thirty languages, text-to-speech feature, video tutorials, interactive activities, magazine articles, newspapers and the following databases:

- World Book Kids – encyclopedia for elementary school students age 7 and up
- World Book Student – encyclopedia for middle school and high school students age 11 and up
- World Book Advanced – encyclopedia for high school and college students age 13 and up
- Living Green – online interactive site that examines causes of pollution and offers tips on green practices
- Early Peoples – online interactive site that examines history of ancient cultures
- Inventions and Discoveries – online, interactive site that examines inventions and discoveries
- Dramatic Learning – uses plays, skits and monologues to help students become more fluent readers and help them understand core concepts and retain information
- Early World of Learning – narrated stories, interactive games and reference materials to help young learners

To Access World Book Online:

- Go to *http://mehlvilleschooldistrict.com*
- Select *Parents/Students*
- Select *Library Resources*
- Go to *World Book Online*

World Newspapers:

Located on the upper left side of the World Book Advanced home page is Research Tools. Within the Research Tools is World Newspapers which provides newspapers from the United States and around the world.

To access a newspaper:

- Select *World Newspapers* on the World Book Advanced home page
- Choose a location from around the world
- Click *GO*