

WELCOME TO THE NEW YORK STATE EDUCATION DEPARTMENT'S 2021 P-3 SUMMER INSTITUTE July/August 2021

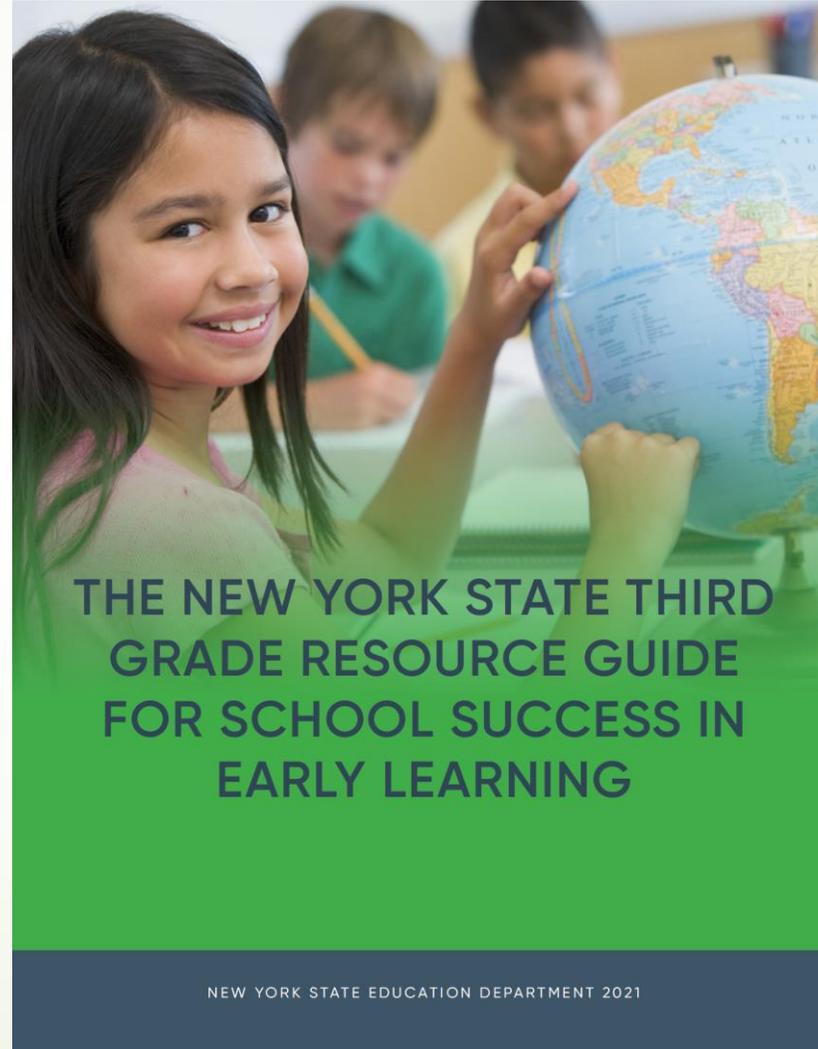
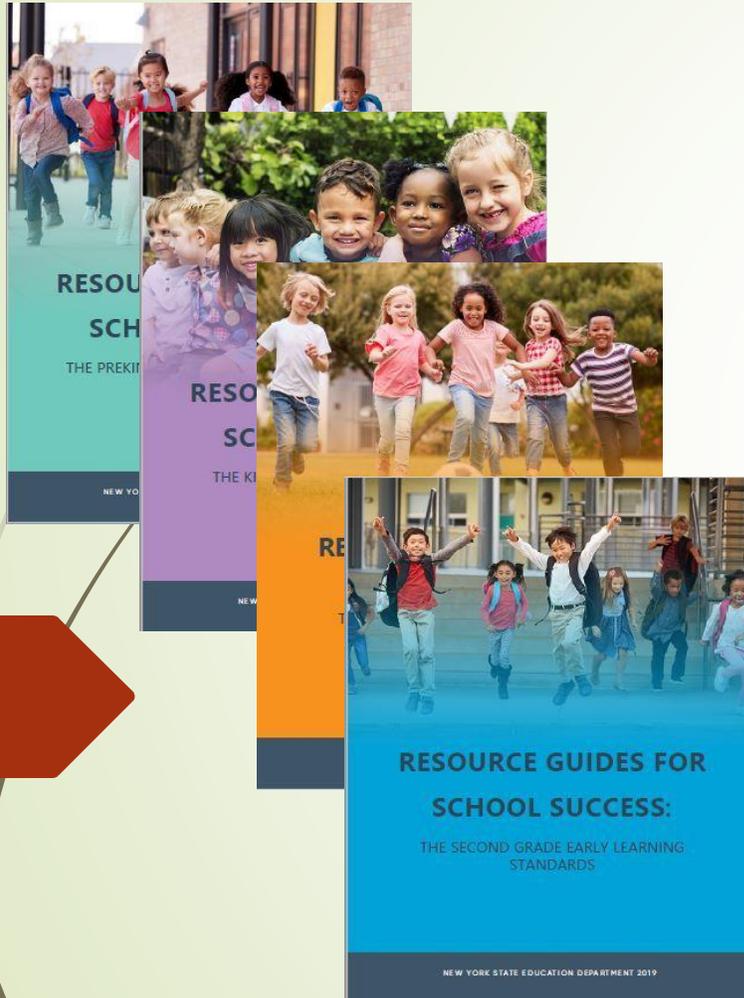


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INTRODUCING THE GRADE 3 RESOURCE GUIDE FOR SCHOOL SUCCESS IN EARLY LEARNING



Resource Guides for School Success



- ▶ “Experience is the form of human achievement, and as such it depends upon an act of mind” (Elliot Eisner, 2017).
- ▶ “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow” (John Dewey).



STRONG CURRICULA

- ❑ Builds on children's natural curiosity; their inclination to question
- ❑ Uses students' inquisitiveness as a contribution to the educational process.
- ❑ Establishes connections across subject areas for student sense-making.
- ❑ Grounded in cultural responsiveness
- ❑ Dialogue is encouraged for exchange of ideas, inquiry, and peer to peer interaction
- ❑ Formative assessments are used to drive explicit instruction



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WHAT THE STANDARDS ARE

- ❖ Understandings that students' learning is integrated and occurs across the various domains, interrelated and interactive with all content areas.
- ❖ Articulations of the expectations of what students can learn and do.
- ❖ Culturally and linguistically relevant allowing for differentiated attainment.
- ❖ Designed to acknowledge, respect, and embrace children's diverse backgrounds, and their heritage, culture, and linguistic experiences.

WHAT THE STANDARDS ARE **NOT**

- ❖ Not meant to stifle creativity of students, educators, and parents.
- ❖ Not intended to be used as a checklist.
- ❖ Not intended to be used as an assessment tool.
- ❖ Not a lockstep curriculum
- ❖ Not intended to bar students from grade promotion.
- ❖ Not intended to be used as a curriculum-all curricular decisions, texts, and materials are locally decided.

WHAT IS IN THIS RESOURCE GUIDE?

- ❖ NYS NEXT GENERATION LEARNING STANDARDS- ENGLISH LANGUAGE ARTS LEARNING STANDARDS
- ❖ NYS NEXT GENERATION LEARNING STANDARDS-MATHEMATICS LEARNING STANDARDS
- ❖ NYS SCIENCE LEARNING STANDARDS
- ❖ NYS ARTS LEARNING STANDARDS
- ❖ NYS PHYSICAL EDUCATION LEARNING STANDARDS
- ❖ NYS COMPUTER SCIENCE AND DIGITAL FLUENCY LEARNING STANDARDS
- ❖ NYS SOCIAL STUDIES FRAMEWORK
- ❖ NYS SOCIAL EMOTIONAL LEARNING BENCHMARKS
- ❖ GRADE 3 APPROACHES TO LEARNING



FIVE DOMAINS OF LEARNING

DOMAIN 1: Approaches to Learning

How children become involved in learning and acquiring knowledge.

DOMAIN 2: Physical Development and Health

Children's physical health and ability to engage in daily activities, both outdoors and inside.

DOMAIN 3: Social and Emotional Learning

The emotional competence and ability to form positive relationships that give meaning to children's experiences in the home, school, and larger community.

DOMAIN 4: Communication, Language, and Literacy Part A and Part B

How children understand, create, and communicate meaning.

DOMAIN 5: Cognition and Knowledge of the World (Mathematics, Science, Social Studies, Arts)

What children need to know and understand about their world and how they apply what they know.

HOW TO UNDERSTAND THE ORGANIZATIONAL COMPONENTS OF THIS RESOURCE GUIDE -ELA, ARTS, APPROACHES TO LEARNING, SOCIAL STUDIES, AND SOCIAL EMOTIONAL LEARNING

STRANDS

Arts, English Language Arts, Social Studies, Approaches, to Learning, and Social Emotional Learning use “indicators”

ANCHOR STANDARD

WRITING PRODUCTION AND RANGE

3W2: Writes informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

3W2 Indicators:

INDICATORS
(breakdown of standards)

- a. Introduces a topic and organizes related information together.
- b. Develops a topic with facts, definitions, and details; includes illustrations when useful for aiding comprehension.

HOW TO UNDERSTAND THE ORGANIZATIONAL COMPONENTS OF THIS RESOURCE GUIDE-MATHEMATICS

DOMAIN

Mathematics uses “notes”

CLUSTER
HEADING

OPERATIONS AND ALGEBRAIC THINKING

Represents and solves problems involving multiplication and division.

3.MATH.1 [NY-3.OA.1] Interprets products of whole numbers.

3.MATH.2 [NY-3.OA.2] Interprets whole-number quotients of whole numbers.

3.MATH.3 [NY-3.OA.3] Uses multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

Note: Students can use drawings and equations with a symbol for the unknown number to represent the problem.

STANDARDS

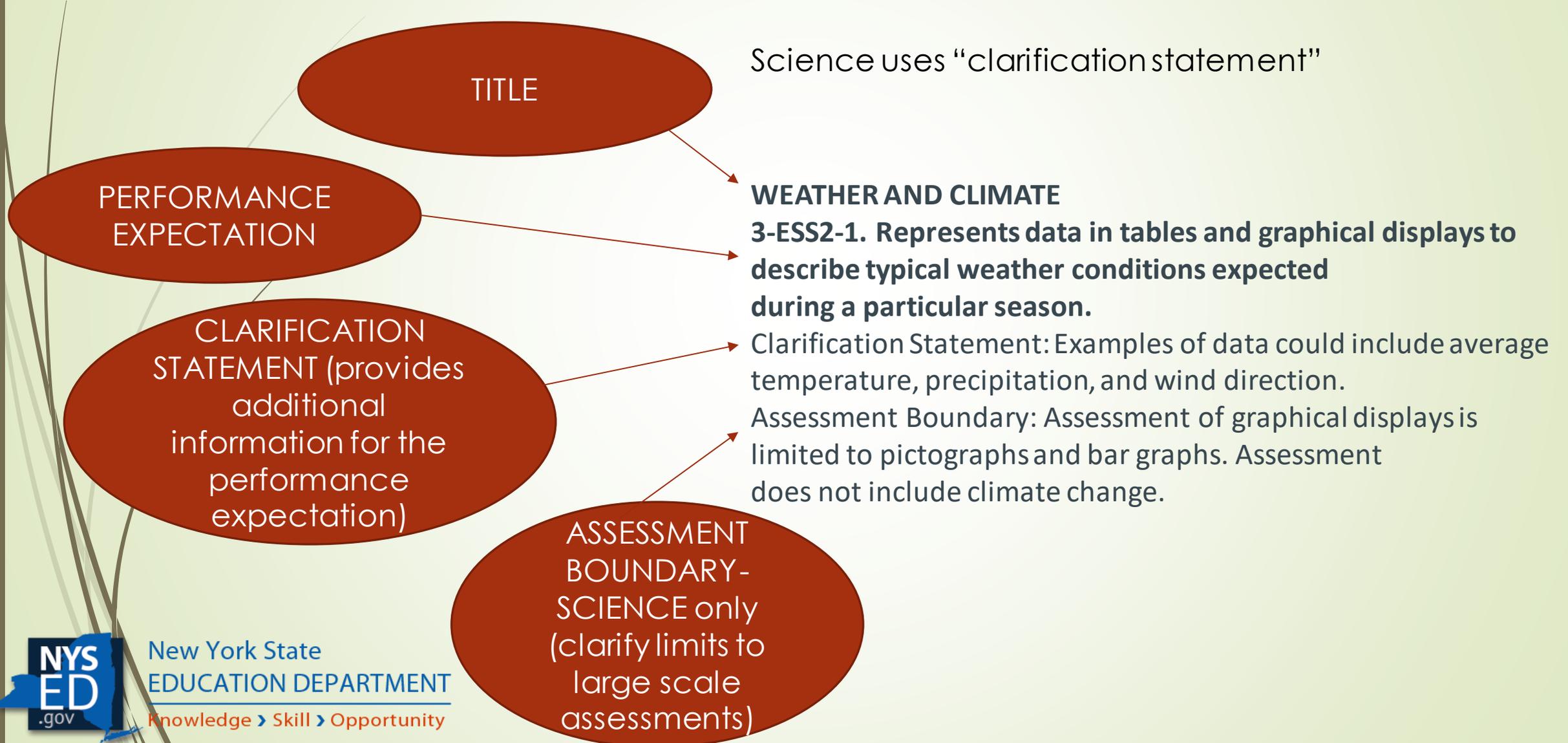
NOTE (adds
clarification to
the standard)



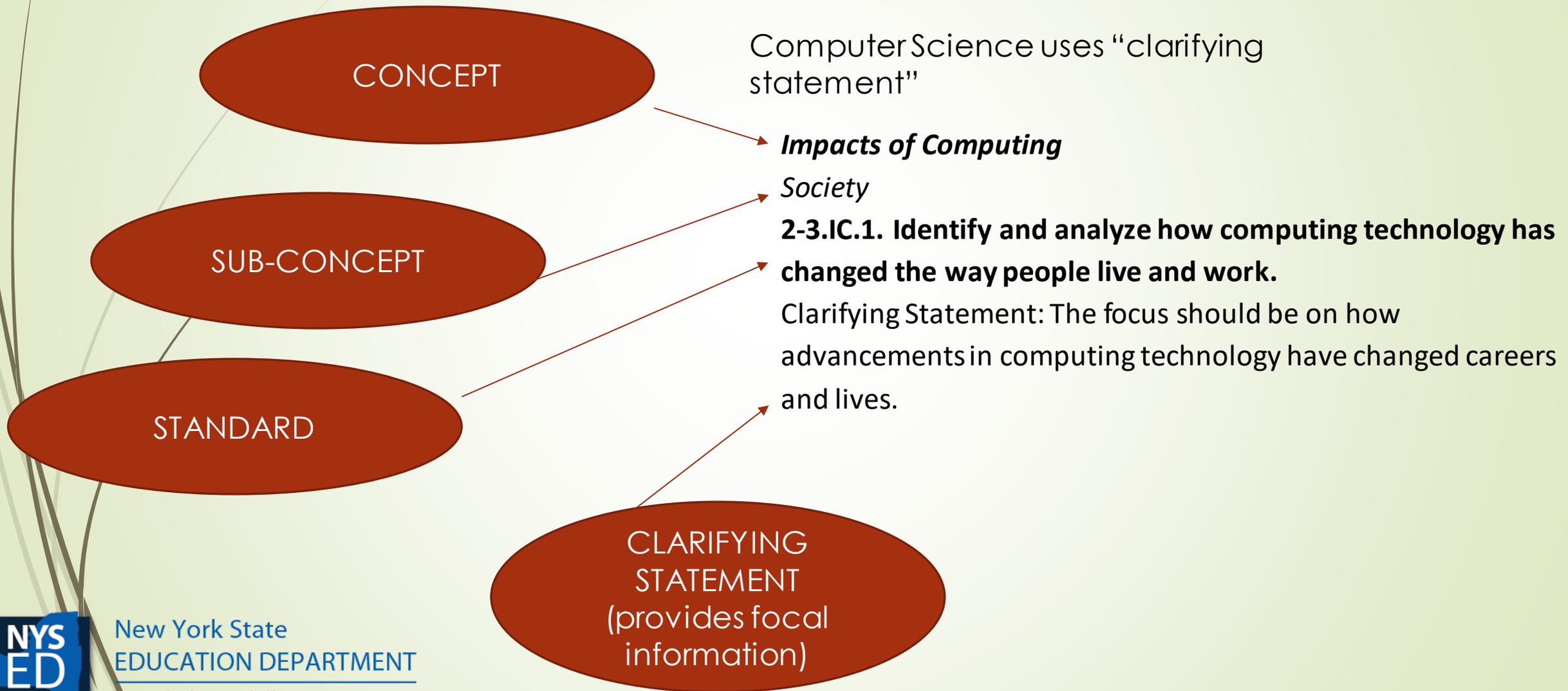
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HOW TO UNDERSTAND THE ORGANIZATIONAL COMPONENTS OF THIS RESOURCE GUIDE-SCIENCE



HOW TO UNDERSTAND THE ORGANIZATIONAL COMPONENTS OF THIS RESOURCE GUIDE - COMPUTER SCIENCE AND DIGITAL FLUENCY



NEW YORK STATE LEARNING STANDARDS

What Are the Various Synergistic Components that Make Up a Community's Culture?

SOCIAL STUDIES

3.4b

Explores the arts, music, dance, and literature through the history of each selected world community.

ARTS

11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shapes cultures, past, present, and future.

LANG. ARTS

3R6

Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text

SCIENCE

3-LS4-3

Constructs an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

PHYSICAL ED.

4.2.3

Demonstrates cooperative and inclusive behaviors with others in physical activity settings.

MATH

NY-3.MD.3

Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories.

NYSED OFFICE OF CURRICULUM & INSTRUCTION AND OFFICE OF EARLY LEARNING ADDITIONAL STANDARDS RESOURCES -PE

PHYSICAL EDUCATION RESOURCES

- [Parents' Guide to NYS Physical Education Standards](#) (translated into 12 languages)
- [Physical Education Updates](#) (professional development and health)
- [Physical Education Frequently Asked Questions](#)



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NYSED OFFICE OF CURRICULUM & INSTRUCTION AND OFFICE OF EARLY LEARNING ADDITIONAL STANDARDS RESOURCES-ELA

English Language Arts Resources

- [Third Grade ELA Crosswalks](#) (Common Core Standards vs. Next Generation Learning Standards)
- [ELA Next Generation Implementation Timeline](#)
- [Write On, NY!](#) (a writing initiative)
- [Guide For Aligning Curricula to ELA Next Generation Standards](#)
- [Professional Development Toolkits](#) (can be used and administered by various stakeholders)
- [ELA Scaffolding Guides Grades 3-5](#)
- [Parents' Guide to the NYS Learning Standards](#)



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Arts Resources

- [NYS Arts Standards Need to Knows](#)
- [Arts Professional Development](#)
- [The Arts Standards Roadmap for Implementation and Timeline](#)
- [Arts Frequently Asked Questions](#)



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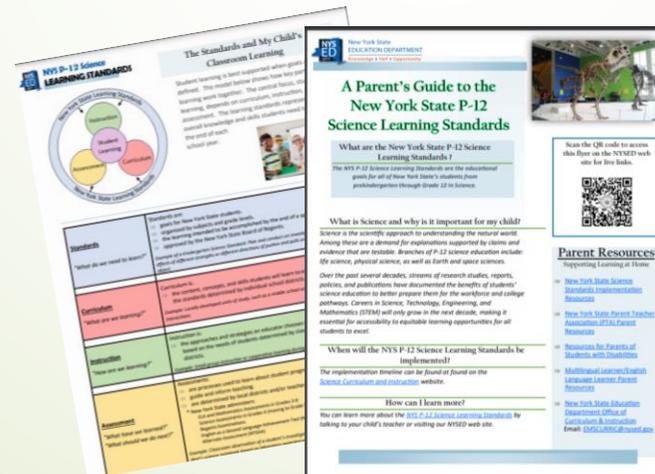
NYSED OFFICE OF CURRICULUM & INSTRUCTION AND OFFICE OF EARLY LEARNING ADDITIONAL STANDARDS RESOURCES- SCIENCE

Science Resources

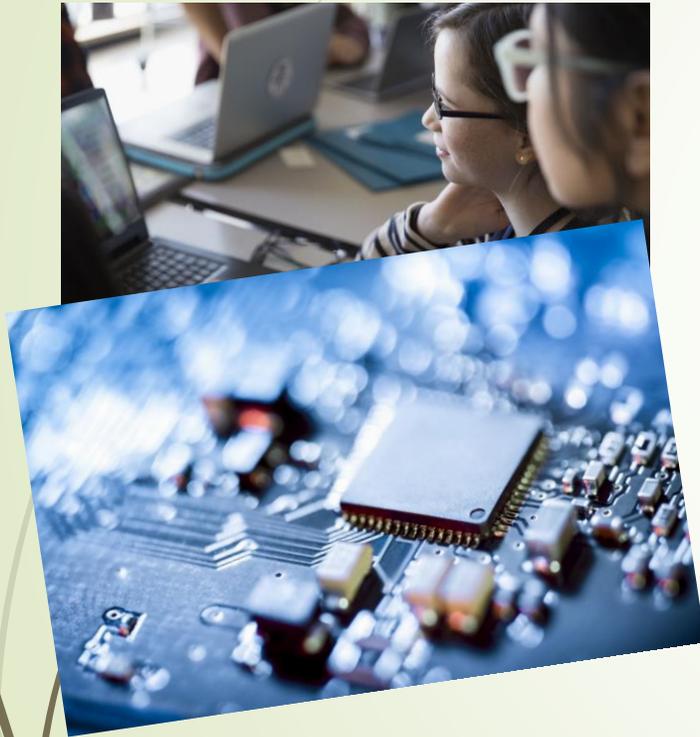
- [NYS Science Resource Network](#)
- [Integrating Science and Language-Topic Briefs](#)
- [NYS Science Learning Standards Implementation Roadmap](#)
- [Science Standards Parent Flyer](#) (translated into 12 languages)



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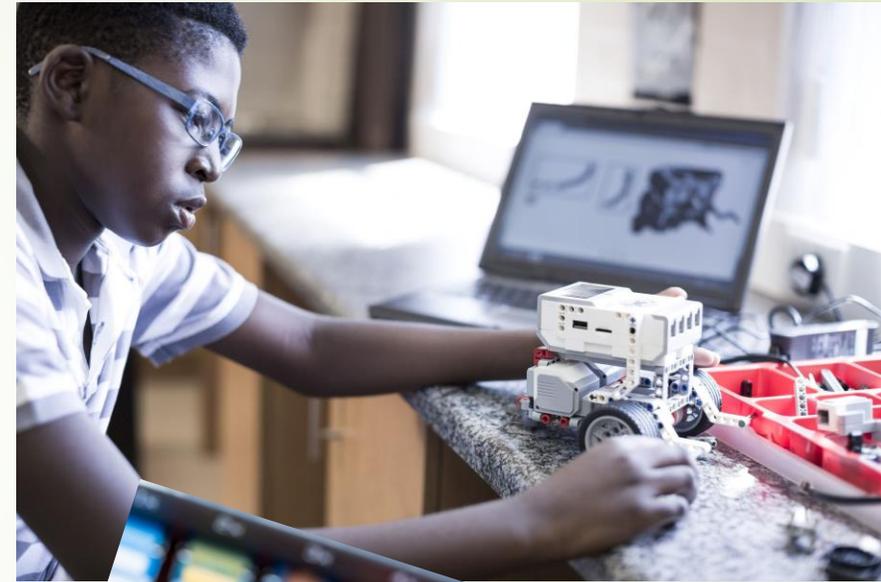


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Computer Science and Digital Fluency Resources

- [Computer Science Standards Implementation Timeline](#)
- [Computer Science Frequently Asked Questions](#)



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Bilingual Resources

- [Supporting and Sustaining Initiative](#)
- [English Language Learner and Multilingual Educator Resources](#)
- [Integrated English as a New Language](#)
- [Scaffolding Instructions for ELA Instruction](#)
- [Varied Parent Resources](#)



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Parent Resources
Supporting Learning at Home

What are the Next Generation Learning Standards?
The Next Generation Learning Standards are the educational goals for all of New York State's students from prekindergarten through grade 12 in English Language Arts and Mathematics.

Why were the standards revised?
The standards were revised to ensure they are appropriate for students' grade levels and reflect what students should know and be able to do in math and ELA.

When will the Next Generation Learning Standards be implemented?
Full implementation of the Next Generation Learning Standards begins during the 2023-2024 school year for prekindergarten through grade 8. The implementation timeline can be found at <http://www.nysed.gov/curriculum-instruction/next-generation-learning-standards-and-assessment-implementation-guide>.

How will the standards be assessed?
While teachers assess standards daily in their classrooms, students will also be assessed on the Next Generation Learning Standards beginning in spring of Learning Standards 2023 on the Grades 3-8 New York State ELA and Mathematics Assessments.

How can I learn more?
You can learn more about the Next Generation ELA and Mathematics Learning Standards by talking to your child's teacher or visiting www.nysed.gov/next-generation-learning-standards.

Next Generation Learning Standards in English Language Arts & Mathematics
www.nysed.gov/next-generation-learning-standards

New York State Parent Teacher Association (NYPTA) Parent Resources
nypta.org/home/parent-resources/

Resources for Parents of Students with Disabilities
www.p12.nysed.gov/speced/quality/parents.htm

Multilingual Learners (English Language Learner) Parent Resources
www.nysed.gov/language-arts/english-language-learner/multilingual-learner-parent-resources

New York State Education Department Office of Curriculum & Instruction
www.nysed.gov/learn/curriculum-instruction
Email: OCSI@nysed.gov
Phone: (518) 474-3922

Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.

Standards "What do we need to learn?"	Standards are: • goals for New York State students • organized by subjects and grade levels • the learning intended to be accomplished by the end of a specific school year • approved by the New York State Board of Regents <i>Example: of a Kindergarten Math Standard: Duplicate and extend simple patterns using concrete objects, Ex. Colored blocks or tiles.</i>
Curriculum "What are we learning?"	Curriculum is: • the content, concepts, and skills students will learn to enable them to meet the standards • determined by individual school districts <i>Example: locally developed units of study, such as a unit on poetry or multiplication of two-digit numbers.</i>
Instruction "How are we learning?"	Instruction is: • the approaches and strategies an educator chooses to teach the curriculum • based on the needs of students • determined by classroom teachers and districts <i>Example: small group instruction or cooperative learning.</i>
Assessment "What have we learned?" "What should we do next?"	Assessments: • are processes used to learn about student progress • guide and inform teaching • are determined by local districts and/or teachers, as well as New York State • New York State assessments: • ELA and Mathematics Assessments in Grades 3-8 • Science Assessments in Grades 4-8 • Regents Examinations • English as a Second Language Achievement Test (NYSESLAT) • Alternate Assessment (NYSAA) <i>Example: classroom observation of a student recognizing patterns or analyzing a student's classroom writing sample.</i>

A Part of Next Generation Learning

Math Resources

- [Glossary of Math Verbs](#)
- [Grade 3 Mathematics Crosswalks \(Common Core vs. Next Generation Learning Standards\)](#)
- [Mathematics Next Generation Implementation Timeline](#)
- [Mathematics Scaffolding Guides 3-5](#)
- [A Parents' Guide to the Next Generation Learning Standards](#)



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Social Studies Resources

- [Social Studies FAQ's](#)
- [Social Studies Related Links](#) (list of various organizations and teacher resources)
- [Civic Readiness Information](#)



GRADE 3 UNIT AND ORGANIZATIONAL TEMPLATES

Unit Overview

Unit Topic

Names the topic on which the unit of study focuses.

Essential Question

An essential question is an authentic, child-friendly question that connects the knowledge and skills that children should develop throughout the unit. Essential questions are open-ended and have no one right answer.

Focus Questions

Focus questions represent the major inquiries or connections across all content areas.

Student Outcomes

Student outcomes are the learning targets for the unit.

Academic Vocabulary

Academic vocabulary words help children understand texts. Academic words can be supplemented by vocabulary words from content areas.

Foundational and Supporting Texts

Foundational and supporting texts include a variety of text types and media. Foundational texts help students understand the main ideas and supporting details, while supporting texts complement the main text.

Family and Community Engagement

Opportunities for inviting families to share their knowledge and skills with the classroom.

Culminating Celebration

A culminating celebration is an opportunity for students to share their learning and the growth and learning that has occurred.

Learning Standards

Domain 1: Approaches to Learning

Domain 2: Physical Development and Health

Domain 3: Social and Emotional Learning

Domain 4: English Language Arts and Literacy

Reading

Writing

Speaking & Listening

Language

Domain 5: Cognition and Knowledge of the World

Mathematics

Science

Technology

Social Studies

The Arts

Unit Planning Template

Unit Topic:

Essential Question:

Unit Reflection:

Week 1

Week 2

Week 3

Week 4

Planning for Learning Centers

	Week 1	Week 2	Week 3	Week 4	
Blocks Learning Center					Blocks Learning Center
Math and Manipulatives Learning Center					Math and Manipulatives Learning Center
Dramatic Play Learning Center					Dramatic Play Learning Center
Creative Arts Learning Center					Creative Arts Learning Center
Literacy and Writing Learning Center					Literacy and Writing Learning Center
Science and Nature Learning Center					Science and Nature Learning Center
					Focus Question(s)
					Foundational Texts, including Read Aloud(s)
					Large Group Instruction
					Small Group Instruction
					Supporting Texts



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CULTURALLY RESPONSIVE CLASSROOM GUIDED BY THE FOUR PRINCIPLES IN THE NYS CR-SE FRAMEWORK



Welcoming
and affirming
environment

- ❖ All students feel safe.
- ❖ All students are seen and represented in instruction.
- ❖ All students are valued and respected.



Inclusive
curriculum and
assessment

- ❖ Create opportunities to learn about power and privilege.
- ❖ Elevate historically marginalized voices by dismantling systems of bias and inequities.



High
expectations
and rigorous
instruction

- ❖ Academic risks and growth mindset are encouraged.
- ❖ Instruction includes analytical and critical reasoning.
- ❖ Positive self-image and peer relationships are fostered.



Ongoing
professional
learning

- ❖ Teaching and learning are dynamic and ever-evolving.
- ❖ Learning develops a sharpened critical consciousness that deepens the understanding of history, culture, and institutions.



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