

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

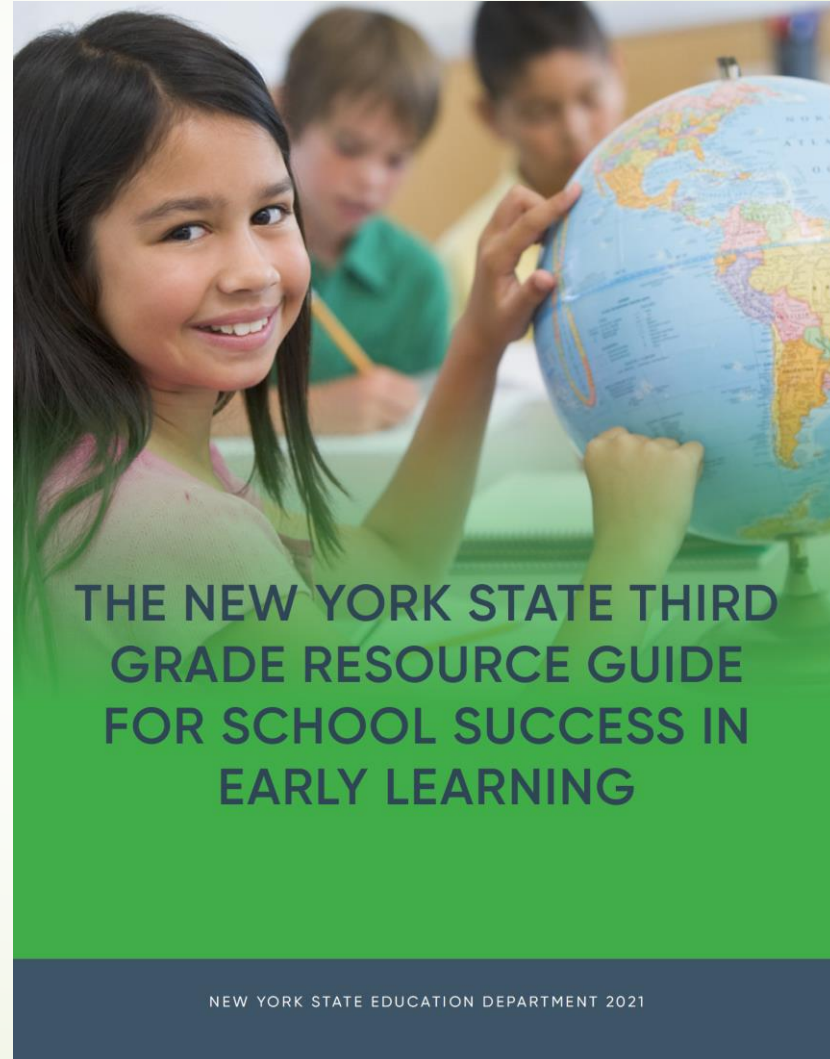


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INTRODUCING THE GRADE 3 RESOURCE GUIDE FOR SCHOOL SUCCESS IN EARLY LEARNING





► “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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NEW YORK STATE LEARNING STANDARDS



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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



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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

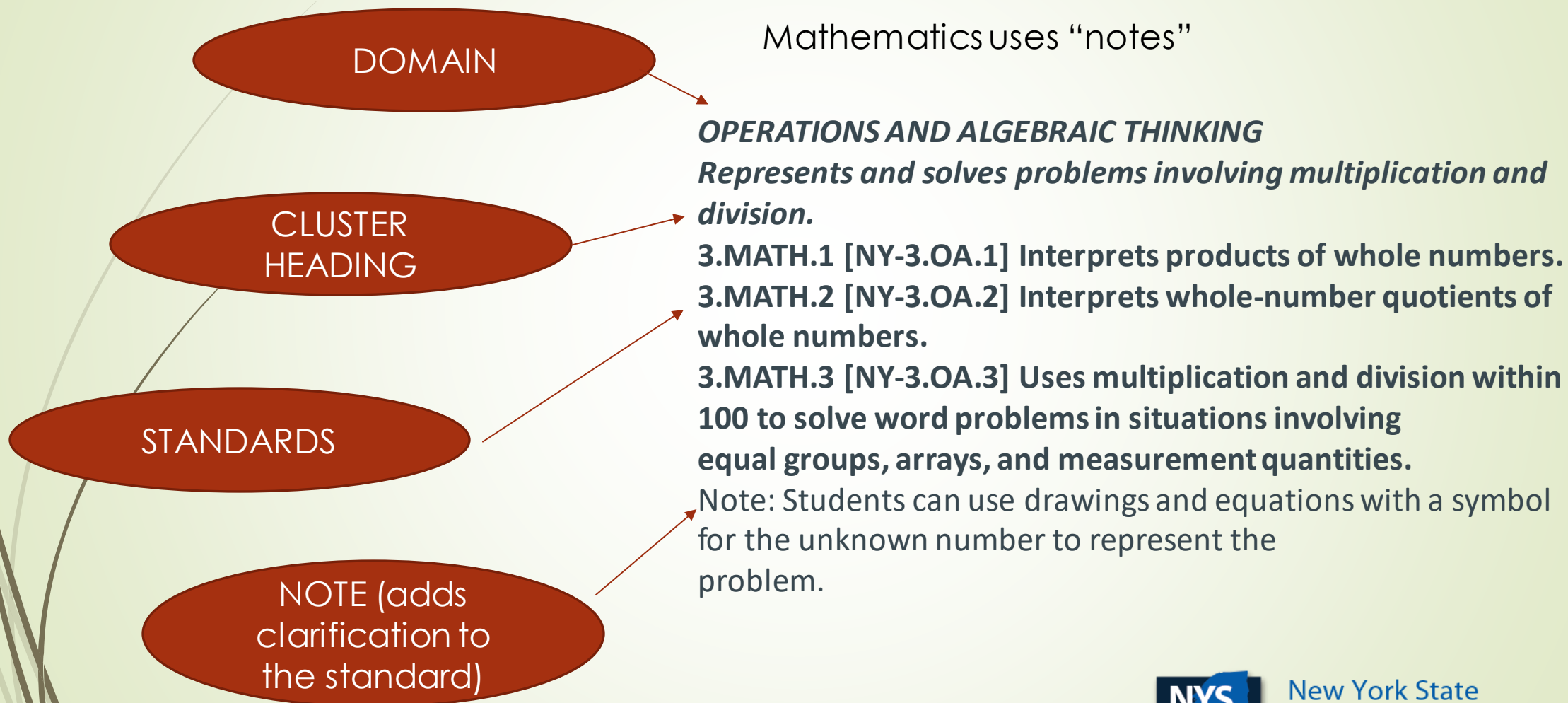
3W2: Writes informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

3W2 Indicators:

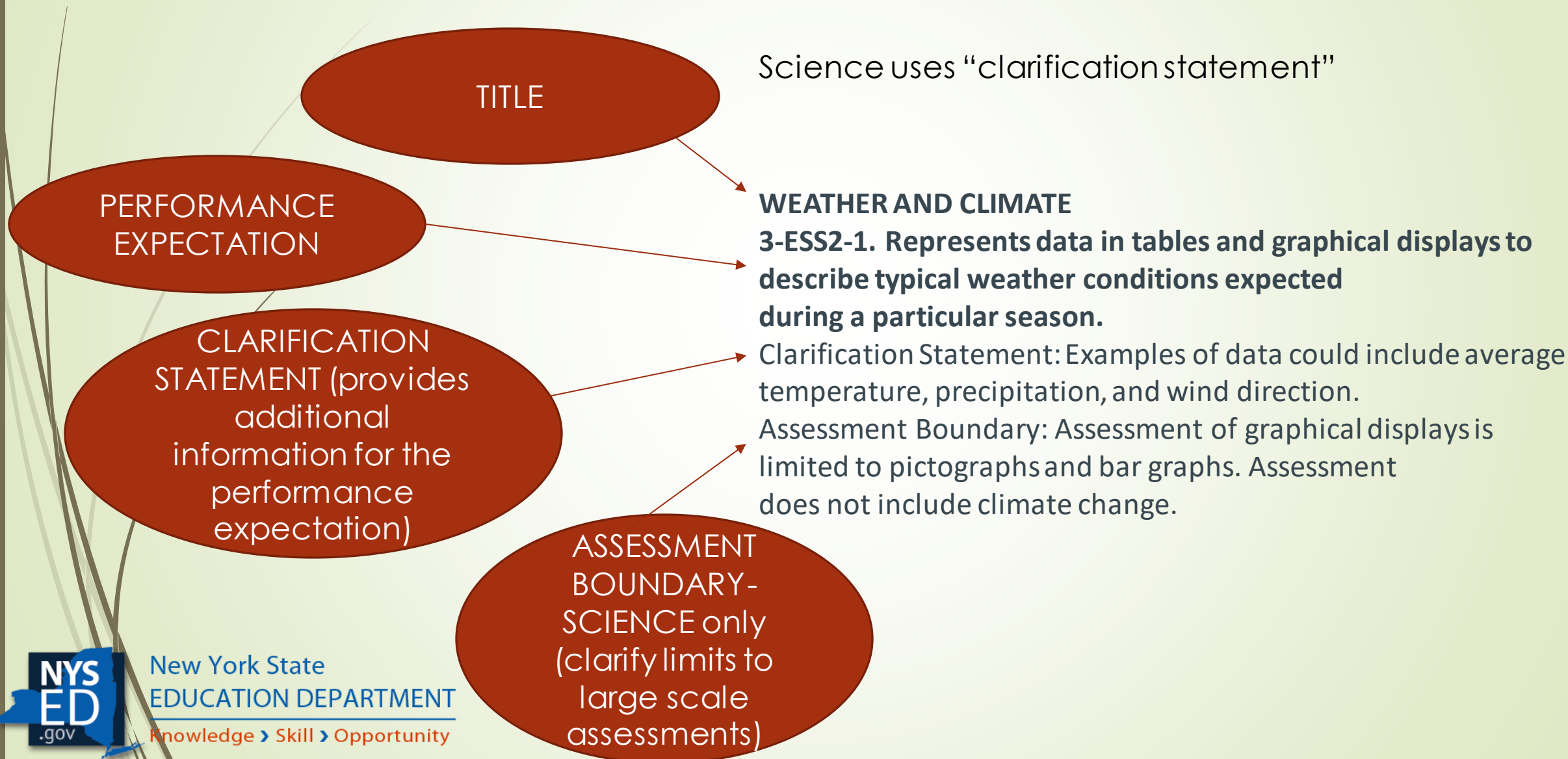
- a. Introduces a topic and organizes related information together.
- b. Develops a topic with facts, definitions, and details; includes illustrations when useful for aiding comprehension.

INDICATORS
(breakdown of
standards)

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



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**

CONCEPT

Computer Science uses “clarifying statement”

Impacts of Computing

Society

2-3.IC.1. Identify and analyze how computing technology has changed the way people live and work.

Clarifying Statement: The focus should be on how advancements in computing technology have changed careers and lives.

SUB-CONCEPT

STANDARD

CLARIFYING
STATEMENT
(provides focal
information)

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.

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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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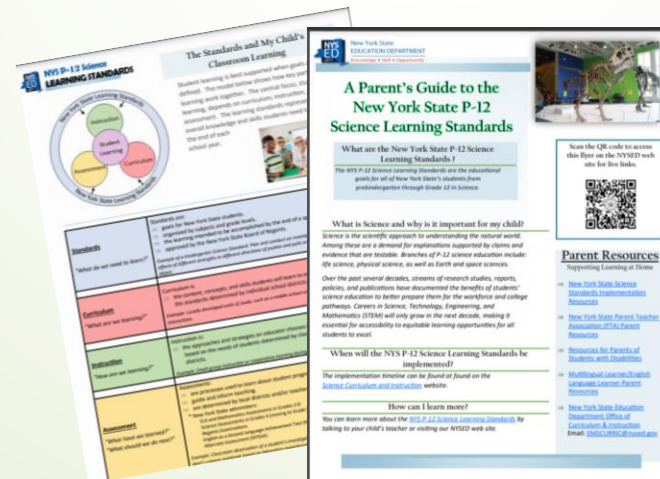
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Science Resources

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



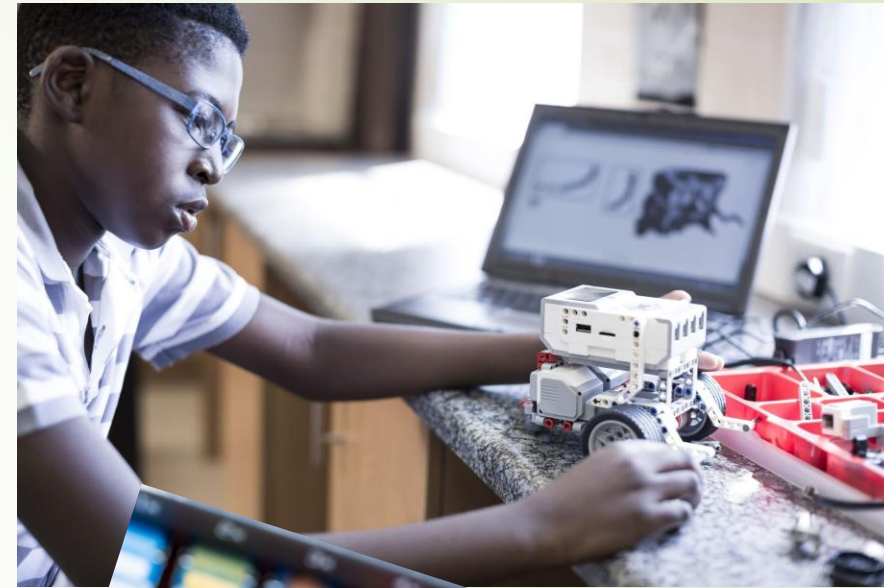
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Computer Science and Digital Fluency Resources

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



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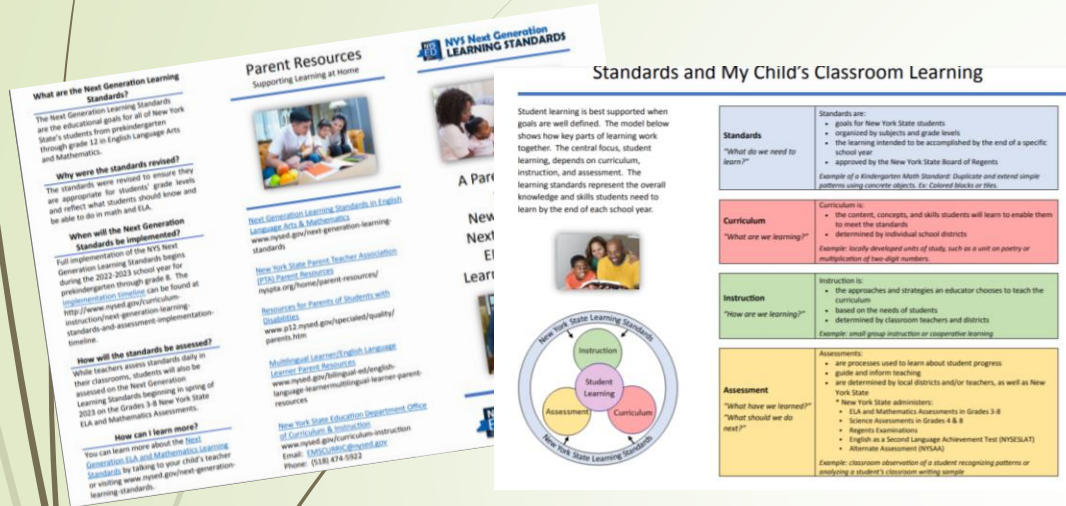
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Bilingual Resources

- [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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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. Words can be supplemented by vocabulary words from the unit.

Foundational and Supporting Texts

Foundational and supporting texts include a variety of texts that help students understand the unit. Foundational texts help students understand the unit, while supporting texts complement the foundational texts.

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 growth 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

Math and Manipulatives Learning Center

Dramatic Play Learning Center

Creative Arts Learning Center

Literacy and Writing Learning Center

Science and Nature Learning Center

Blocks Learning Center

Math and Manipulatives Learning Center

Dramatic Play Learning Center

Creative Arts Learning Center

Literacy and Writing 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.



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.



Inclusive
curriculum and
assessment

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



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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