



RESOURCE GUIDES FOR SCHOOL SUCCESS:

THE THIRD GRADE EARLY LEARNING STANDARDS

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Table of Contents

Introduction	4
Purpose of this Document.....	4
Guiding Principles	5
Students with Disabilities	6
Multilingual Learners	6
About Third Graders.....	6
Key Terms and Concepts.....	7
The New York State Third Grade Learning Standards.....	8
Organizational Structure	8
Domain 1: Approaches to Learning.....	9
Domain 2: Physical Development and Health	11
Domain 3: Social and Emotional Learning	13
Domain 4: English Language Arts & Literacy.....	15
Domain 5a: Cognition and Knowledge of the World: Mathematics	20
Domain 5b: Cognition and Knowledge of the World: Science.....	24
Domain 5c: Cognition and Knowledge of the World: Social Studies.....	27
Domain 5d: Cognition and Knowledge of the World: The Arts	30
Domain 5e: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Fluency	34
Planning Curriculum and Instruction	38
References and Resources.....	43

Introduction

The New York State Third Grade Resource Guide for School Success in Early Learning consolidates all third-grade learning standards into one document. This resource includes standard documentation verbatim from the various content-specific New York State Learning Standards and follows The New York State Prekindergarten, Kindergarten, First, and Second Grade Resource Guides School Success in Early Learning.

Purpose of this Document

This resource was developed through a collaboration between the New York State Education Department's Office of Early Learning and Office of Curriculum and Instruction. It is intended to be used as a reference tool by teachers, specialists, and administrators responsible for designing programs for third-grade students. However, users are encouraged to review the full articulations of the New York State Learning Standards, per subject area, to access a higher level of detail, additional introductory statements, and illustrate learning progressions across grades.

From a planning perspective, this document highlights the importance of addressing elementary students' development and learning across all developmental domains. However, The New York State Third Grade Resource Guide for School Success in Early Learning is not a curriculum, assessment, or set of teaching strategies.

Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child.¹

It is with these end-of-year expectations that local programs and schools can design, deliver, modify, and adapt curricula and instruction that meets the needs of children based on where they are developmentally, linguistically, culturally, and experientially. The New York State Third Grade Resource Guide for School Success in Early Learning provides:

- a framework for all third-grade children regardless of abilities, language, background, or diverse needs;
- a resource for planning professional learning opportunities; and
- a tool for focusing discussions on early learning by educators, policy makers, families, and community members.

¹ New York State Education Department. (2016). Introduction to the NYS Next Generation Early Learning Standards. By Zoila Morell in partnership with the New York State Education Department. Albany, NY. <http://www.nysed.gov/common/nysed/files/introduction-to-the-nys-early-learning-standards.pdf>

Guiding Principles for the NYS Third Grade Resource Guide for School Success

The learning standards provided in this document serve as a resource for planning a knowledge- and skills-building units of study curriculum and are guided by the following principles:

1

All children are capable of learning, achieving, and making developmental progress. These standards are intended for all children regardless of economic, linguistic, and cultural differences or physical, learning, social-emotional and communication abilities. Children develop at different rates and each child is unique in their own development, growth, and acquisition of skills. Students should receive appropriate accommodations to ensure their maximum participation; their diversity should be treated as an asset to the learning environment.

2

Children are active learners. A primary approach to learning is through purposeful play. Intentional planning promotes rich learning experiences that encourage participation, involve multiple contexts, and engage the senses that help children explore their environment.

3

Early development and learning are multi-dimensional. Children's learning is integrated and occurs simultaneously across all domains, which are interrelated and interactive with one another.

4

Children learn in the context of interactions and relationships with family members, caregivers, teachers, and other children in their immediate environment and in their community.

5

Family is a significant contributor to children's lifelong development and learning. Actively engaging caregivers in the early education of their children is essential to children's success in the elementary classroom and later learning.

6

These learning standards may be used as tools to empower families, teachers, and caregivers to better support and enhance young children's development and learning.

7

These learning standards acknowledge, respect, and embrace children's diverse backgrounds, their heritage, cultures, and linguistic experiences.

8

Students with Disabilities' Individualized Education Plans (IEPs) are developed in consideration of these learning standards.

9

These learning standards are guided by research, stakeholder feedback, and effective practice to strengthen instruction and educational experiences across all settings. They are systemically aligned with the New York State PK-12 Learning Standards.

The NYS Third Grade Resource Guide for School Success in Early Learning is **not**:

- Intended to be used as a curriculum
- Intended to mandate specific teaching practices or materials
- Meant to stifle the creativity of children, educators, or parents
- Intended to be used as a checklist, but can inform the development or selection of screening and progress monitoring tools
- Intended to be used as an assessment tool
- Meant to bar children from entry to third grade
- Meant to replace students with disabilities' IEP goals

Students with Disabilities

It is essential that we have high expectations for what all students can learn. Third grade students with disabilities must have opportunities to benefit from high quality instruction and to reach the third-grade learning standards. Each student with a disability must have an IEP that is developed in consideration of State learning standards and includes annual goals aligned with and chosen to facilitate the student's attainment of the standards. Students with disabilities must also be provided appropriate special education and related services and supports (including accommodations, modifications, and scaffolding). The intensity of services and supports must be based on the individual strengths and needs of the students so that they can gain knowledge and skills as well as demonstrate what they have learned. In addition to supports and services, special education must include specially designed instruction, which means adapting, as appropriate, the content, methodology or delivery of instruction to address the unique needs that result from the students' disability. For more information about special education programs and services for students with disabilities, visit NYSED's Office of Special Education webpage at <http://www.p12.nysed.gov/specialed/>. Additional information can also be found in NYSED's Resource to Special Education Support Services (<http://www.p12.nysed.gov/earlylearning/documents/AResourcetoSpecialEducationSupportServices.pdf>).

Multilingual Learners

A command of the English language is not a precondition to meeting every standard. As children progress in the grades and language acquisition, they can demonstrate mastery of many of the skills outlined in the standards in English, bilingually, or using their home language(s). Children can, for example, demonstrate understanding of word relationships and word meanings (2.ELAL.28.) in their home language. Rather than hinder progress towards the standards, the home language is an invaluable resource to advance learning. Intentional, strategic use of children's home languages in the third-grade classroom can, for example, enhance student engagement, scaffold comprehension, support authentic assessment, and promote parental involvement². "Research highlights many lifelong advantages associated with bilingualism. The ultimate purpose of the learning standards would be to develop children's potential, so they garner and sustain every possible advantage into adulthood. Promoting bilingualism and multilingualism as children develop proficiency in the English language is in keeping with that purpose."³ For more information, see NYSED's English Language Learner/Multilingual Learner Educator Tools and Best Practices (<http://www.nysed.gov/bilingual-ed/english-language-learner-multilingual-learner-educator-tools-and-best-practices>).

About Third Graders

Third-graders are full of positive energy and enthusiasm. Awareness of others, at this age, is heightened as peers, friendships, and relationships become increasingly important. Rules often drive their decision-making, and their sense of justice tends to fall into two categories of fair and not fair. Third-graders' understanding of language and their growing vocabulary enables them to comprehend more sophisticated text involving complex storylines and character development. Recognizing themes within a story becomes easier. Students at this age enjoy classroom discussions, listening to others' ideas, and learning about the world; therefore, informational text can become a favorite. Third graders are at the concrete operational stage of development (between the concrete and abstract); while they are transitioning to abstract thought processes, tasks that involve logic are engaging, and they thrive when given an opportunity to show off new multi-tasking skills. Their eagerness for challenges motivates them to learn and please.

New York State Assessments begin in third-grade, making this a transition year for these students. For the first time, they become aware of a test that is often delivered with an unfamiliar formality. While some students at this age seek challenges, and this test can be positive for those students, other students may develop anxiety for the first time in school. Along with annual standardized tests, formative assessments are critical at all elementary grade levels. These assessments provide the teacher with a window into each individual student's strengths and challenges across all domains of learning. This is important so that the delivery of instruction is at the student's zone of proximal development. It is also essential that school leaders pave the way for third-grade teachers to create a caring community of learners and ensure a sense of belonging. Creating a warm and welcoming environment includes teaching approaches that support

² Adapted from the New York State Education Department's Introduction to the Next Generation Early Learning Standards

³ Callahan, R.M., Gandara, P. (2014). *The bilingual advantage: Language, literacy and the U.S. labor market*. London: Multilingual Matters

children's development and learning, designing meaningful and integrated learning experiences within the curriculum, using authentic formative assessment across domains to inform instruction, valuing the students' cultures and languages, and developing relationships with families, caregivers, and community (adapted from <https://www.naeyc.org/our-work/families/what-does-high-quality-primary-classroom-look>).

Key Terms and Concepts

Below is a list of key terms and concepts with definitions. These terms and general concepts are emphasized to ensure a common understanding among readers of the Resource.

Communicate, Communication, and Language	Throughout the standards and indicator statements, the terms communicate, communication and language mean that children can use any language or means of expression, including home language(s), combination of home language(s) and English, sign language, or use of alternative methods.
Continuum and progression	The NYS3LS Resource should be understood as a set of learning progressions. The third-grade learning standards described in this document represent reasonable expectations for the end of a full year of quality instruction. All children learn at different rates; therefore, children's learning is not uniform. Teachers might need to look at related standards below or above the third-grade level to guide instructional approaches.
Early Reader	An early reader has moved beyond the emergent reader stage and is able to apply some reading strategies to interact with texts. An early reader begins to monitor their own reading and self-correct.
Domain	Domain refers to specific aspects of growth and change. When looking at child development, several domains or developmental areas are considered. These include approaches to learning; physical development and health; social and emotional learning; communication, language, and literacy; and cognition and knowledge of the world.
Learning Standards	Learning standards are goals for New York State students. Learning standards should be considered the destination; learning ideally intended to be accomplished by the end of an instructional year.
Indicators	Indicators are observable and demonstrative and can be accomplished through play and active engagement. They are examples of how students might demonstrate they are moving towards or achieving the respective standard. The lists of indicators are not exhaustive; they are samples of observable behaviors children may exhibit. Some standards do not provide indicators while other have several. The indicators are not in a specific order, nor should they be used as a check-off list. Not all children will demonstrate how they are moving toward the standard the same way.
Curriculum	Curriculum is the content, concepts, and skills students will learn. Curriculum addresses all domains of learning and all types of learners.
Instruction	Instruction includes the ways (approaches, strategies, environments, materials, interactions, scaffolds) educators choose to teach the curriculum, based on the needs of their students.
Assessment	Assessment includes the processes used to learn more about student learning and progress. Assessment guides and informs teaching and allows students to reflect about their own learning.
Text	The word "text" encompasses far more than printed material. Text may also refer to speech, graphics, visual art, digital representations, video, and other visual and audio depictions of ideas, concepts, and experiences.

Organizational Structure

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: English Language Arts and Literacy

How children understand, create, and communicate meaning.

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

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

In this document, each of the above key domains of learning is introduced with a brief context statement or set of considerations to help with planning curriculum, instruction, and assessment. Following the brief context, links and notes to original standards documents are provided. These domains are further categorized into content areas. Following each content area are learning standards, sometimes followed with indicators, clarifying statements, or notes, depending on the particular content.

Links to the Standards Documents

Physical Education: <http://www.nysed.gov/curriculum-instruction/physical-education-learning-standards>

Mathematics: <http://www.nysed.gov/curriculum-instruction/new-york-state-next-generation-mathematics-learning-standards>

Arts: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/artsstandardsdistrictadmin-intro12.8.17finalwatermark-002.pdf>

Social Emotional Learning: <http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>

Science: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nysscienceintro.pdf>

Computer Science & Digital Fluency: <http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards>

English/Language Arts: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/introduction-to-the-nys-english-language-arts-standards.pdf>

Social Studies: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-12-intro.pdf>

As a reminder, this resource, which is **not a full articulation of the New York State Learning Standards**, provides a uniform format for learning standards in all content areas to make it easier for users to read and understand. However, **users are encouraged to review the full articulations of the NYS Learning Standards** where links are provided since they provide a higher level of detail, additional introductory statements and illustrate learning progressions to upper grades. Please refer to introductory documents for each subject as applicable as well as the complete standards documents, located on the Office of Curriculum and Instruction's website.

Domain 1: Approaches to Learning

Context for 3rd Grade: Approaches to Learning outlines key skill areas for 21st-century learners. Elementary students develop, grow, and strengthen these skills when they are integrated in the curriculum in ways that are relevant and meaningful for students throughout the day, embedded within instructional practices to support students in understanding how learning happens, and become more independent and activated as students engage in social (e.g., play) and academic learning (e.g., cooperative learning, inquiry-based learning) with peers. This domain area provides specific learning expectations that support the changing demands of the workforce from rote functions to an emphasis on working with new information and on solving unstructured problems. The skills outlined by these learning standards emphasize cognitive neuroscience, the way learning happens, and metacognitive thinking. This leads toward students becoming independent learners and are the result of a welcoming and affirming learning environment and culture and interactions, language, and instructional practices within classrooms. In third grade, students take on more challenging academic tasks and demonstrate a great deal of both independent and peer-to-peer engagement in learning experiences. To support students in developing the skills to become independent learners, teachers should encourage students to take risks in their thinking, learn from their mistakes, and provide students with the tools to persevere through difficult social and academic situations. Teachers need to provide classroom learning experiences that are inquiry-based, interdisciplinary, and strengthen connections across all domains of learning in ways that are meaningful and relevant to students. These experiences provide students with the opportunity to work together to explore interesting content and diverse perspectives, think critically, develop imaginative solutions, generate ideas, build oral language, and grow skills that enable them to persist through difficult situations and work together in productive ways. For example, teachers can plan daily opportunities for planned and unplanned play connected to the content that students are learning. They can design interactive activities and projects that create opportunities for children to be taught and learn these skills, practice them independently and with peers while being supported and coached by adults, regardless of the content being taught. Students with disabilities must be provided with specially designed instruction, related services, and supports (including accommodations, modifications, and scaffolding) to ensure their meaningful access to and participation in the general education curriculum. Multilingual learners and English Language Learners can demonstrate skills and knowledge in English, their home language(s), or both for all content areas. Educators should consider factors such as age, academic development, English and home language proficiency, students' individual interests, and, culture and background knowledge as assets for learning when designing instruction that supports students in developing the skills that prepares them for lifelong learning.

For more information, visit the educator resource section on NYSED's Office of Bilingual Education and World Languages website.

For information on establishing a culturally responsive classroom environment, reference NYSED's Culturally Responsive–Sustaining Education Framework

PLAY AND ENGAGEMENT IN LEARNING

3.AL.1. Engages and organizes cooperative, purposeful, and interactive play and activities that enhance learning and encourage exploration

3.AL.1 Indicators:

- a. Engages in, negotiates with, develops, and organizes play schemas and games with rules.
- b. Collaborates with classmates exerting collective effort on learning activities.
- c. Encourages other children to become engaged in or stay focused on the learning activity they are working on together.

3.AL.2. Actively engages in problem-solving strategies to achieve goals

3.AL.2. Indicators:

- a. Exhibits multiple strategies to solve a problem (e.g. using academic skills flexibly for multiple purposes and unfamiliar activities, recalls and uses a previously successful strategy, or carries out multi-step processes).
- b. Tries multiple ways to complete a task before asking for help (e.g. working collaboratively with classmates, conducting research using texts and/or technology).
- c. Participates and stays focused during group discussions; asks relevant questions and provides responses related to the topic.

CREATIVITY AND IMAGINATION**3.AL.3. Approaches tasks and problems using materials/strategies in uncommon and creative ways to create, try, or do something new**

3.AL.3 Indicators

- a. Uses tools, texts, technology, and specialized materials and ideas in innovative ways to explore, express ideas, characters, and objects.
- b. Brings ideas, concepts, and skills together from other areas of learning to further understanding.
- c. Communicates and elaborates on ideas, and begins to consider other points of view.
- d. Anticipates possible problems and begins to plan solutions in advance.

CURIOSITY AND INITIATIVE**3.AL.4. Explores and asks questions for meaningful information about a growing range of topics, ideas, and tasks**

3.AL.4 Indicators:

- a. Demonstrates interest in exploring new materials and learning from the environment and classroom instruction.
- b. Engages in more complex discussion with peers and adults to learn and understand concepts and information.

PERSISTENCE**3.AL.5. Demonstrates persistence**

3.AL.5 Indicators :

- a. Stays focused on tasks for increasing periods of time (e.g., works on a project over the course of several days or more).
- b. Uses appropriate coping strategies to deal with frustration and challenge in learning activities.
- c. Develops and implements long-term, multi-step learning plans; shows pride in accomplishments

3.AL.6. Demonstrates organizational skills

3.AL.6 Indicators:

- a. Organizes materials appropriately (e.g., putting texts and tools in designated classroom locations; organizes independent and group work).
- b. Completes multi-step tasks independently.

Domain 2: Physical Development and Health

3rd Grade Context: Students at this age are becoming better at communicating emotions and ideas and are increasingly aware of peers. Students, despite their growth, continue to possess varying physical abilities; therefore, the grade level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness, and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will express how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities. Please reference the NYS Physical Education Learning Standards for additional information.

1. DEMONSTRATES COMPETENCY IN A VARIETY OF MOTOR SKILLS AND MOVEMENT PATTERNS

Sports Skills and Games

1.1.3 Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in a variety of physical activities.

Dance, Movement, and Rhythmic Activities

1.2.3 Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative skills in dance, movement, and rhythmic activities.

Fitness Activities

1.3.3 Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills.

Lifetime Activities

1.4.3 Demonstrates, in isolation, mature patterns of locomotor, non-locomotor, and manipulative movement skills in a variety of physical activities.

2. APPLIES KNOWLEDGE OF CONCEPTS, PRINCIPLES, STRATEGIES, AND TACTICS RELATED TO MOVEMENT AND PERFORMANCE

Movement Concepts

2.1.3 Demonstrates movement concepts in a variety of physical activities.

Strategies and Tactics

2.2.3 Identifies emerging forms of simple strategies, tactics, and communication techniques in chasing/fleeing activities.

3. DEMONSTRATES THE KNOWLEDGE AND SKILLS TO ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL ACTIVITY AND FITNESS.

Fitness Planning

3.1.3 Identifies the components of health-related fitness.

Additional Health-Enhancing Behaviors

3.2.3 Explains how health-enhancing behaviors influence overall wellness.

4. EXHIBITS RESPONSIBLE PERSONAL AND SOCIAL BEHAVIOR THAT RESPECTS SELF AND OTHERS.

Self-awareness and management

4.1.3 Demonstrates responsible personal behavior with minimal teaching prompts in physical activity settings.

Social awareness and relationship skills

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

Responsible decision making

4.3.3 Demonstrates strategies to reinforce positive decisions in physical activity settings.

5. RECOGNIZES THE VALUE OF PHYSICAL ACTIVITY FOR OVERALL WELLNESS, ENJOYMENT, CHALLENGE, AND/OR SELF-EXPRESSION.**Overall Wellness**

5.1.3 Identifies the relationship between physical activity and overall wellness.

Challenge

5.2.3 Demonstrates growth in challenging physical activity skills in order to build confidence.

Self-Expression/Enjoyment

5.3.3 Identifies the reasons for enjoyment in self-selected physical activities.

6. RECOGNIZES CAREER OPPORTUNITIES AND MANAGES PERSONAL AND COMMUNITY RESOURCES RELATED TO PHYSICAL ACTIVITY AND FITNESS TO ACHIEVE AND MAINTAIN OVERALL WELLNESS.**Personal and Community Resources**

6.1.3 Describes how to utilize personal and community resources to participate in physical activity.

Careers

The outcome for 6.2.3 begins in grade 6.



Domain 3: Social and Emotional Learning

3rd Grade Context: All children learn within social contexts and relationships. Learning through social contexts and relationships is especially important for young children, making the social and emotional domain a key lever to support children's learning across all domains. As stated in the Introduction to the Early Learning Standards, extensive research indicates that effective mastery of social and emotional competencies is associated with greater well-being and better school performance. It also supports the brain's ability to hold onto and work with information, concentrate, filter distractions, and adapt. This domain area has become increasingly important across all age and grade spans, not only to support academic achievement, but also for overall wellbeing through adulthood. Like all areas of learning and development, children's social and emotional development varies greatly just by nature of maturity and experience and should be viewed as individual benchmarks. The instructional goal is for children to have ample opportunities to develop and practice social and emotional skills, develop self-control, observe and experience positive behavior models, and establish and reinforce positive relationships with caring adults and peers. Multilingual learners and English Language Learners need to see their languages and cultures valued in order to fully develop skills of social and emotional functioning. For this reason, careful attention is paid to enabling the use of children's home languages and their diverse ways of learning within the classroom environment.

NYSED developed student learning **benchmarks** to support social and emotional development for K-12. The **K-12 SEL benchmarks** are organized by grade bands. The benchmarks are banded across K-3. To see the K-12 **benchmarks**, visit the [New York State Social Emotional Learning Benchmarks](#)

For additional information in creating culturally responsive classroom environments, reference [NYSED'S Culturally Responsive-Sustaining Education Framework](#).

SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

K-3. SEL. 1. Identifies and manages emotions and behaviors

K-3. SEL. 1. Indicators:

- a. Recognizes and describes emotions and how they are linked to behavior. [1A.1a.]
- b. Demonstrates control of impulsive behavior. [1A.1b.]

K-3. SEL. 2. Recognizes personal qualities and external supports

K-3. SEL. 2. Indicators:

- a. Describes one's likes, dislikes, needs, wants, strengths, challenges, and opinions. [1B.1a.]
- b. Identifies family, peer, school, and community strengths and supports. [1B.1b.]

K-3. SEL. 3. Demonstrates skills related to achieving personal and academic goals

K-3. SEL. 3. Indicators:

- a. Describes why learning is important in helping students achieve personal goals. [1C.1a.]
- b. Identifies goals for personal behavior progress, achievement, or success. [1C.1b.]

SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

K-3. SEL. 4. Recognizes the feelings and perspective of others

K-3. SEL.4. Indicators:

- a. Recognizes that others may experience situations differently from oneself. [2A.1a.]
- b. Uses listening skills to identify the feelings and perspectives of others. [2A.1b.]

K-3. SEL. 5. Recognizes individual and group similarities and differences

K-3. SEL. 5. Indicators:

- a. Describes the ways that people are similar and different. [2B.1a.]
- b. Describes positive qualities in others. [2B.1b]

K-3. SEL. 6. Uses communication and social skills to interact effectively with others

K-3. SEL. 6. Indicators:

- a. Identifies ways to work and play well with others. [2C.1a.]
- b. Demonstrates adaptability and appropriate social behavior at school. [2C.1b.]

K-3. SEL. 7. Demonstrates the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

K-3. SEL. 7. Indicators:

- a. Identifies problems and conflicts commonly experienced by peers. [2D.1a.]
- b. Identifies approaches to resolving conflicts constructively. [2D.1b.]

K-3. SEL. 8. Considers ethical, safety, and societal factors in making decisions

K-3. SEL. 8. Indicators:

- a. Explains why acts that hurt others are wrong. [3A.1a.]
- b. Identifies social norms and safety considerations that guide behavior. [3A.1b.]

DECISION-MAKING SKILLS**K-3. SEL. 9. Applies decision-making skills to deal responsibly with daily academic and social situations**

K-3. SEL. 9. Indicators:

- a. Identifies a range of decisions that students make at school and at home. [3B.1a.]
- b. Makes positive choices when interacting with classmates. [3B.1b.]

K-3. SEL. 10. Contributes to the well-being of one's school and community

K-3. SEL. 10. Indicators:

- a. Identifies and performs roles that contribute to one's classroom. [3C.1a.]
- b. Identifies and performs roles that contribute to one's family. [3C.1b.]

ADAPTABILITY**K-3. SEL. 11. Adapts to change**

K-3. SEL. 11. Indicators:

- a. Adjusts behavior for different settings and/or events.
- b. Uses a variety of strategies to cope with change.

Domain 4: English Language Arts and Literacy

3rd Grade Context: Third-graders are at varying stages of development as readers and writers. By the end of the school year, however, students in 3rd grade should have a good command of reading fluency, comprehension, and inferencing strategies that will foster understanding of increasingly complex literary and informational text. Third-graders should experience independent, peer-to-peer, and group reading activities, using a variety of topics and texts, and have discussions about text that support both home and new language development and knowledge building. It is important for teachers to be intentional when forming learning groups identified above and to be mindful of the critical roles that speaking and listening skills have in the literacy development of diverse learners. Multilingual learners and English Language Learners benefit from crosslinguistic connections between their home languages and the English language for comprehension, vocabulary development, and academic language skills in multiple languages. In this domain, multilingual learners and English Language Learners benefit from translanguaging strategies that enable them to use the languages they know to further their own learning in English Language Arts and Literacy.

Creating this learning environment can take a variety of formats, including an exchange of ideas and dialogue, differentiated writing and reading materials that reflect the interest and lives of students, dictating stories, and asking questions. For students to achieve mastery in expressive and receptive language proficiency, educators must provide multiple content-specific opportunities for student engagement. Academic language skills, including oral and written language, co-develop with content and world knowledge and through opportunities to read, write, and discuss with peers. As part of their writing development, students should continue to learn about how technology and digital tools for writing can increase learning and communication (e.g., use technology to write and explore concepts).

Please read the New York State's Next Generation ELA Standards, including introductory text complexity statements for more information.

Please read Nonie K. Lesaux, PhD and Emily Phillips Galloway, EdD's series of topic briefs to support the implementation of the ELA Standards.

Please read Multilingual Learners and English Language Learners and The Next Generation English Language Arts Learning Standards for additional support

READING FOUNDATIONS

Phonics and Word Recognition

3RF3: Knows and applies grade-level phonics and word analysis skills in decoding words.

3RF3 Indicators:

- a. Identifies and knows the meaning of the most common prefixes and suffixes.
- b. Decodes multi-syllabic words.
- c. Identifies, knows the meanings of, and decodes words with suffixes.
- d. Recognizes and reads grade-appropriate irregularly spelled words.

Fluency**3RF4: Reads grade-level text with sufficient accuracy and fluency to support comprehension.**

3RF4 Indicators:

- a. Reads grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
- b. Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

Key Ideas and Details**3R1: Develops and answers questions to locate relevant and specific details in a text to support an answer or inference.****3R2: Determines a theme or central idea and explains how it is supported by key details; summarizes portion of a text.****3R3: In literary texts, describes character traits, motivations, or feelings, drawing on specific details from the text; in informational texts, describes the relationship among a series of events, ideas, concepts, or steps of a text, using language that pertains to time, sequence, and cause/effect.****Craft and Structure****3R4: Determines the meaning of words, phrases, figurative language, and academic and content-specific words.****3R5: In literary texts, identifies parts of stories, dramas, and poems using terms such as chapter, scene, and stanza; in informational texts, identifies and uses text features to build comprehension.****3R6: Discusses how the reader's point of view or perspective may differ from that of the author, narrator, or characters in a text.****Integration of Knowledge and Ideas****3R7: Explains how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL)****3R8: Explains how claims in a text are supported by relevant reasons and evidence. (RI&RL)****3R9: Recognizes genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL)****WRITING-PRODUCTION AND RANGE****Text Types and Purpose****3W1: Writes an argument to support claim(s), using clear reasons and relevant evidence.**

3W1 Indicators:

- a. Introduces a claim, supported by details, and organizes the reasons and evidence logically.
- b. Uses precise language and content-specific vocabulary.
- c. Uses linking words and phrases to connect ideas within categories of information.
- d. Provides a concluding statement or section.

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.
- c. Uses precise language and content-specific vocabulary.
- d. Uses linking words and phrases to connect ideas within categories of information.
- e. Provides a concluding statement or section.

3W3: Writes narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

3W3 Indicators:

- a. Establishes a situation and introduces a narrator and/or characters.
- b. Uses descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Uses temporal words and phrases to signal event order.
- d. Provides a conclusion.

3W4: Creates a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other).

Research to Build and Present Knowledge

3W6: Conducts research to answer questions, including self-generated questions, and to build knowledge.

3W7: Recalls relevant information from experiences or gathers information from multiple sources; takes brief notes on sources and sorts evidence into provided categories.

SPEAKING AND LISTENING

Comprehension and Collaboration

3SL1: Participates and engages effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

3SL1 Indicators:

- a. Comes to discussions having read or studied required material; draws on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follows agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
- c. Asks questions to check understanding of information presented and links comments to the remarks of others.
- d. Explains their own ideas and understanding of the discussion.
- e. Considers individual differences when communicating with others.

3SL2: Determines the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).

3SL3: Asks and answers questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

3SL4: Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

3SL5: Includes digital media and/or visual displays in presentations to emphasize certain facts or details.

3SL6: Identifies contexts that call for academic English or informal discourse.

LANGUAGE

Conventions of Academic English/Language for Learning

3L1: Demonstrates command of the conventions of academic English grammar and usage when writing or speaking*. *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

CORE CONVENTIONS SKILLS FOR GRADES 3→5

Note: The → is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum.

- a. Produces simple, compound, and complex sentences.
- b. Explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- c. Uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- d. Explains the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.
- e. Forms and uses regular and irregular plural nouns.
- f. Uses abstract nouns. Forms and uses regular and irregular verbs.
- g. Forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).
- h. Forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- i. Forms and uses the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- j. Uses verb tense to convey various times, sequences, states, and conditions.
- k. Recognizes and corrects inappropriate shifts in verb tense.
- l. Ensures subject-verb and pronoun-antecedent agreement.
- m. Uses coordinating and subordinating conjunctions.
- n. Uses and identifies prepositional phrases.
- o. Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- p. Correctly uses frequently confused words (e.g., to, too, two; there, their).

3 L2: Demonstrates command of the conventions of academic English capitalization, punctuation, and spelling when writing*. *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.

CORE PUNCTUATION AND SPELLING SKILLS FOR GRADES 3→5:

- a. Capitalizes appropriate words in titles. Use correct capitalization.
- b. Uses commas in addresses.
- c. Uses commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text.
- d. Uses a comma before a coordinating conjunction in a compound sentence.
- e. Uses a comma to separate an introductory element from the rest of the sentence.
- f. Uses punctuation to separate items in a series. Form and use possessives.
- g. Uses conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- h. Uses spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
- i. Uses quotation marks or italics to indicate titles of works.

Knowledge of Language

3L3: Recognizes differences between the conventions of spoken conversational English and academic English; signals this awareness by selecting conversational or academic forms when speaking or writing.

3L3 Indicators:

- a. Chooses words and phrases for effect.
- b. Recognizes and observes differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

3L4: Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following

3L4 Indicators:

- a. Uses sentence-level context as a clue to the meaning of a word or phrase.
- b. Determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- d. Uses glossaries or beginning dictionaries to determine or clarify the precise meaning of key words or phrases.

3L5: Demonstrates understanding of word relationships and nuances in word meanings.

- a. Distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Uses words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

3L6: Acquires and accurately uses conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert)



Domain 5A: Cognition and Knowledge of the World: Mathematics

Third Grade Context: Mathematical learning is highly sequential in nature and dependent on prior mathematical knowledge. Teachers should individualize mathematics instruction, meeting students where they currently are rather than teaching a skill regardless of students' understanding. In third grade, students expand their knowledge of operations to calculate the product of whole numbers and develop automaticity in calculating products from two one-digit numbers. This skill aids in the application of composing and decomposing rectangular arrays, an important aspect in the domain of data and measurement. Students in third grade develop an understanding of fractions, comparing and ordering fractions using visual models. Assuming students have the foundation, third grade instruction should focus on (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing polygons based on the number of sides and vertices.

Manipulatives such as physical models of wholes, fractions, and arrays, as well as student-generated drawings, are important parts of the third-grade classroom. It is essential that students at this age continue to connect the concrete to the abstract. Materials and instructional resources should be culturally responsive, linguistically age/grade appropriate, and aligned to the standards. It is important for educators of multilingual learners and English Language Learners to be intentional about the development of content-specific language and provide scaffolds and supports to strategically move students along the language development continuum.

For more information on New York State's Next Generation Mathematics Learning Standards, including introductory statements, suggestions for connecting the Standards for Mathematical Practice to mathematical content, within-grade connections, and coherence progressions, visit: [NYS Next Generation Mathematics Learning Standards](#).

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.

3.MATH.4 [NY-3.OA.4] Determines the unknown whole number in a multiplication or division equation relating three whole numbers.

Understands properties of multiplication and the relationship between multiplication and division.

3.MATH.5 [NY-3.OA.5] Applies properties of operations as strategies to multiply and divide.

Note: Students need not use formal terms for these properties.

Note: A variety of representations can be used when applying the properties of operations, which may or may not include parentheses. The area model is a multiplication/division strategy that applies the distributive property.

3.MATH.6 [NY-3.OA.6] Understands division as an unknown-factor problem.*Multiplies and divides within 100.***3.MATH.7 [NY-3.OA.7a] Fluently solves single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.**

Note on Fluency with Facts: Fluently solving single-digit multiplication and related divisions in third grade means students can find products and quotients reasonably quickly and say or write it. Fluency involves a mixture of just knowing some answers, knowing some answers from patterns, and knowing some answers from the use of strategies. Reaching fluency will take much of the year for many students. For more on how children develop fluency, see *K-5 Progression on Counting and Cardinality and Operations and Algebraic Thinking*, pp. 18–19 and *Adding it Up*, pp. 182–195.

Note on Fluency vs. Knowing from Memory: The standards intentionally distinguish between asking for fluency with multiplication and division and asking students to know from memory multiplication facts. Fluency means students are fast, accurate, flexible, and have understanding. They use strategies efficiently. By the end of grade 3, students have sufficient experience with these strategies to know from memory all single-digit products.

3.MATH.8 [NY-3.OA.7b] Knows from memory all products of two one-digit numbers.*Solves problems involving the four operations, and identifies and extends patterns in arithmetic.***3.MATH.9 [NY-3.OA.8] Solves two-step word problems posed with whole numbers and having whole-number answers using the four operations.**

- Represents these problems using equations or expressions with a letter standing for the unknown quantity.
- Assesses the reasonableness of answers using mental computation and estimation strategies including rounding.

Note: Two-step problems need not be represented by a single expression or equation.

3.MATH.10 [NY-3.OA.9] Identifies and extends arithmetic patterns (including patterns in the addition table or multiplication table).**NUMBER AND OPERATIONS IN BASE TEN***Uses place value understanding and properties of operations to perform multi-digit arithmetic.***3.MATH.11 [NY-3.NBT.1] Uses place value understanding to round whole numbers to the nearest 10 or 100.****3.MATH.12 [NY-3.NBT.2] Fluently adds and subtracts within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.**

Note: A range of algorithms may be used.

Note on and/or: Students should be taught to use strategies and algorithms based on place value, properties of operations, and the relationship between addition and subtraction; however, when solving any problem, students can choose any strategy.

Note on Fluency with Procedures: Fluency with procedures (procedural fluency) means students are accurate, efficient, flexible, and know when and how to use them appropriately. Developing fluency requires understanding why and how a procedure works. Understanding makes learning procedures easier, less susceptible to common errors, less prone to forgetting, and easier to apply in new situations. Students also need opportunities to practice on a moderate number of carefully selected problems after they have established a strong conceptual foundation of the mathematical basis for the procedure. For more on developing procedural fluency, see *Adding it Up*, pp. 121–124.

3.MATH.13 [NY-3.NBT.3] Multiplies one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.**3.MATH.14 [NY-3.NBT.4a] Understands that the digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones.****3.MATH.15 [NY-3.NBT.4b] Reads and writes four-digit numbers using base-ten numerals, number names, and expanded form.**

NUMBER AND OPERATIONS – FRACTIONS

Develops understanding of fractions as numbers.

Note: Fractions are limited to those with denominators 2, 3, 4, 6, and 8.

3.MATH.16 [NY-3.NF.1] Understands a unit fraction, $1/b$, is the quantity formed by 1 part when a whole is partitioned into b equal parts. Understands a fraction a/b as the quantity formed by a parts of size $1/b$.

3.MATH.17 [NY-3.NF.2] Understands a fraction as a number on the number line; represents fractions on a number line.

- Represents a fraction $1/b$ on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognizes that each part has size $1/b$ and that the endpoint of the part starting at 0 locates the number $1/b$ on the number line.
- Represents a fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognizes that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

3.MATH.18 [NY-3.NF.3] Explains equivalence of fractions and compares fractions by reasoning about their size.

- Understands two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognizes and generates equivalent fractions. Explains why the fractions are equivalent.
- Expresses whole numbers as fractions and recognizes fractions that are equivalent to whole numbers.
- Compares two fractions with the same numerator or the same denominator by reasoning about their size. Recognizes that comparisons rely on the two fractions referring to the same whole. Records the results of comparisons with the symbols $>$, $=$, or $<$, and justifies the conclusions.

MEASUREMENT AND DATA

Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

3.MATH.19 [NY-3.MD.1] Tells and writes time to the nearest minute and measures time intervals in minutes.

Solves one-step word problems involving addition and subtraction of time intervals in minutes.

Note: This includes one-step problems that cross into a new hour.

3.MATH.20 [NY-3.MD.2a] Measures and estimates liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l).

Note: Does not include compound units such as cm^3 and finding the geometric volume of a container.

3.MATH.21 [NY-3.MD.2b] Adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or liquid volumes that are given in the same units.

Note: Does not include multiplicative comparison problems involving notions of “times as much.”

Represents and interprets data.

3.MATH.22 [NY-3.MD.3] Draws a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solves one- and two-step “how many more” and “how many less” problems using information presented in a scaled picture graph or a scaled bar graph.

3.MATH.23 [NY-3.MD.4] Generates measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Shows the data by making a line plot where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understands concepts of area and relates area to multiplication and to addition.

3.MATH.24 [NY-3.MD.5] Recognizes area as an attribute of plane figures and understands concepts of area measurement.

- Recognizes a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- Recognizes a plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

3.MATH.25 [NY-3.MD.6] Measures areas by counting unit squares.

Note: Unit squares include square cm, square m, square in., square ft., and improvised units.

3.MATH.26 [NY-3.MD.7] Relates area to the operations of multiplication and addition.

- Finds the area of a rectangle with whole-number side lengths by tiling it, and shows that the area is the same as would be found by multiplying the side lengths.
- Multiplies side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represents whole-number products as rectangular areas in mathematical reasoning.
- Uses tiling to show in a concrete case that the area of a rectangle with whole-number side length a and side length $b + c$ is the sum of $a \times b$ and $a \times c$. Uses area models to represent the distributive property in mathematical reasoning.
- Recognizes area as additive. Finds areas of figures composed of non-overlapping rectangles and applies this technique to solve real world problems.

Geometric measurement: recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.

3.MATH.27 [NY-3.MD.8a] Solves real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths.

3.MATH.28 [NY-3.MD.8b] Identifies rectangles with the same perimeter and different areas or with the same area and different perimeters.

GEOMETRY

Reasons with shapes and their attributes.

3.MATH.29 [NY-3.G.1] Recognizes and classifies polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identifies shapes that do not belong to one of the given subcategories.

Note: Include both regular and irregular polygons, however, students need not use formal terms “regular” and “irregular”.

3.MATH.30 [NY-3.G.2] Partitions shapes into parts with equal areas. Expresses the area of each part as a unit fraction of the whole.

Domain 5B: Cognition and Knowledge of the World: Science

Third Grade Context: Third-grade students have a sense of wonder about the natural world and are curious about natural phenomena. Teachers can foster young learners' natural inclination toward scientific exploration, discovery, and experimentation by planning responsive, integrated units of study. The inclusion of science topics and scientific inquiry provides children with opportunities to develop questions, make and discuss predictions, engage in hands-on experiments and observations, record observations, and compare and describe their ideas.

The standards included in this resource reflect the performance expectations from New York State's P-12 Science Learning Standards. Readers are strongly encouraged to reference the full articulation of the NYS P-12 Science Learning Standards which includes connections to the NYS Next Generation Learning Standards and information on the Three Dimensions of Science Learning: The Science and Engineering Practices (SEP- the eight science and engineering practices mirror the practices of professional scientists and engineers), Disciplinary Core Ideas (DCI- these are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works), and Crosscutting Concepts (CC- this gives students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands).

Materials and instructional resources should be culturally responsive, linguistically age/grade appropriate and aligned to the standards. It is important for educators of multilingual learners and English Language Learners to be intentional about the development of content-specific language and provide scaffolds and supports to strategically move students along the language development continuum.

A series of seven webinars and topic briefs have been created for NYSED to promote the implementation of New York State P-12 Science Learning Standards and build the instructional capacity of science educators and teachers of English Language Learners. Please visit: [Integrating Science and Language for All Students with a Focus on English Language Learners](#).

FORCES AND INTERACTION

3-PS2-1. Plans and conducts an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

Clarification Statement : Examples could include an unbalanced force on one side of an object can make it start moving; and, balanced forces (including friction) acting on a stationary object from both sides will not produce any motion at all.

Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

3-PS2-2. Makes observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a seesaw.

Assessment Boundary: Assessment does not include technical terms such as period and frequency.

3-PS2-3. Asks questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause-and-effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.

Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

3-PS2-4. Defines a simple design problem that can be solved by applying scientific ideas about magnets. *

Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS

3-LS2-1. Constructs an argument that some animals form groups that help members survive.

Clarification Statement : Examples of groups could include a herd of cattle, a swarm of bees, a flock of geese, a pod of whales, etc.

3-LS4-1. Analyzes and interprets data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

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.

Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

3-LS4-4. Makes a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. *

Clarification Statement: Examples of environmental changes could include both natural and human-influenced changes in land characteristics, water distribution, temperature, food, and other organisms.

Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

INHERITANCE AND VARIATION OF TRAITS: LIFE CYCLES AND TRAITS

3-LS1-1. Develops models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Clarification Statement: Changes organisms go through during their life form a pattern. Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.

3-LS3-1. Analyzes and interprets data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans. Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

3-LS3-2. Uses evidence to support the explanation that traits can be influenced by the environment.

Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.

3-LS4-2. Uses evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Clarification Statement: Examples of cause-and-effect relationships could include plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to produce offspring.

WEATHER AND CLIMATE**3-ESS2-1. Represents data in tables and graphical displays to describe typical weather conditions expected during a particular season.**

Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction. Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.

3-ESS2-2. Obtains and combines information to describe climates in different regions of the world.

Clarification Statement: Emphasis should be on various climates in different regions rather than on localized weather conditions.]

3-ESS3-1. Makes a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. *

Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.

3-ESS2-3. Plans and conducts an investigation to determine the connections between weather and water processes in Earth systems.

Clarification Statement: Emphasis should be on the processes that connect the water cycle and weather patterns.

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea. The text in the “Disciplinary Core Ideas” section is reproduced verbatim from A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas unless it is preceded by (NYSED).

Domain 5C: Cognition and Knowledge of the World: Social Studies

Third Grade Context: Social Studies in third grade builds on second grade knowledge by moving from a focus on local and national communities to “Communities Around the World”. Third-graders learn about different types of global communities and government structures. They will examine how other cultures that include different social organizations, languages, traditions, arts, and literature. Geographic features, including elevation, terrain, land use, climate, and resources, will be studied to demonstrate their influence on global community development. Concepts such as prejudice, discrimination, and human rights should be woven into classroom instruction to show how they lead to social change.

When planning for instruction, it is important for teachers of multilingual learners and English Language Learners to be intentional about building background knowledge and helping students to make meaningful connections to text. These students need to practice and interact with content-specific language and vocabulary. In this domain, culturally and linguistically responsive–sustaining instruction affirms the diversity within the United States along with diversity across the world. Multilingual learners and English Language Learners benefit from activities, resources, and scaffolds in the home language to learn Social Studies content and to adopt the dispositions associated with human rights.

The Social Studies Practices outlined for Grade 3 serves as a backdrop to the Social Studies Framework and are present throughout the standards below. These practices include: Gathering, Interpreting, and Using Evidence; Chronological Reasoning and Causation; Comparison and Contextualization (e.g. describe an event in their family); and Civic Participation.

To learn more about these practices, please refer to the New York State’s K-12 Social Studies Framework.

GEOGRAPHY, HUMANS, AND THE ENVIRONMENT

3.SOC.1 [3.1] Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.SOC.1 Indicators:

- Classifies Earth’s water and large land masses into distinct regions. [3.1a]
- Identifies continents and oceans (using globes and maps) and locates world communities in relation to oceans and continents. [3.1a]
- Distinguishes globes, maps, photographs, and satellite images based on geographic information. [3.1b]
- Examines a variety (political, physical, vegetation, and resource) of maps for at least two of the selected world communities. [3.1b]
- Identifies structural features of a map (title, legend or key, compass orientation, author, date, grid, and scale .) [3.1b]
- Compare geographic information found in photographs and satellite images with other representations of the same area. [3.1b]

3.SOC.2 [3.2] The location of world communities can be described using geographic tools and vocabulary.

3.SOC.2 Indicators:

- Examines location of selected world communities on globes and maps. [3.2a]
- Examines world communities’ locations in relation to each other and to principle parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions. [3.2b]

3.SOC.3 [3.3] Geographic factors often influence where people settle and form communities. People adapt to and modify their environment to meet their needs.

3.SOC.3 Indicators:

- a. Examines geographic factors of each selected world community (physical and climate) , noting how certain factors are likely to support settlement and larger populations. [3.3a]
- b. Identifies geographic factors that have influenced the lifestyle of the people who live in each selected world community. [3.3a]
- c. Identifies geographic factors that make a location more suitable for settlement, while others act as deterrents. [3.3a]
- d. Examines how each selected world community has adapted to and/or modified its environment to meet its needs. [3.3b]
- e. Investigates how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own. [3.3b]
- f. Explores actions that are being taken to protect the environment. [3.3b]

TIME, CONTINUITY, AND CHANGE**3.SOC.4 [3.4] Each community or culture has a unique history, including heroic figures, traditions, and holidays.**

3.SOC.4 Indicators:

- a. Examines legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community. [3.4a]
- b. Examines symbols of each selected world community. [3.4a]
- c. Explores the arts, music, dance, and literature through the history of each selected world community. [3.4b]

DEVELOPMENT, MOVEMENT, AND INTERACTION OF CULTURES**3.SOC.5 Communities share cultural similarities and differences across the world.**

3.SOC.5 Indicators:

- a. Compares and contrasts the structure and activities of families and schools in each selected world community and their own. [3.5a]
- b. Examines each selected world community in terms of its members, language spoken, customs and traditions, and religious beliefs and practices. [3.5b]
- c. Compares holidays and festivals celebrated in each selected world community to their own community. [3.5b]

3.SOC.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.SOC.6 Indicators:

- a. Examines people, goods, and ideas that have diffused from other communities into each selected world community; examines the effects of the people, goods, and ideas on these communities. [3.6a]
- b. Examines people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities. [3.6a]

3.SOC.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

3.SOC.7 Indicators:

- a. Compares and contrasts United States government to types of governments found in each selected world community and other world communities. [3.7a]
- b. Compares and contrasts the process used in the United States of selecting leaders, solving problems, and making decisions to other nations and world communities. [3.7b]
- c. Compares and contrasts how the United States government maintains order, keeps people safe, and makes and enforces rules and laws to other selected world communities. [3.7c]

- d. Defines citizenship. [3.7d]
- e. Identifies similarities and differences in how the role of citizen is defined and varies due to types of political systems in selected world communities compared to the United States. [3.7d]

3.SOC.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

3.SOC.8 Indicators:

- a. Determines the extent to which governments and citizens have protected human rights and treated others fairly for each world community. [3.8a]
- b. Examines prejudice and discrimination and how they serve as barriers to justice and equality for all people. [3.8b]
- c. Investigates steps people can take to support social action and change. [3.8c]

CREATION, EXPANSION, AND INTERACTION OF ECONOMIC SYSTEMS

3.SOC.9 Communities meet their needs and wants in a variety of ways, forming the basis of their economy.

3.SOC.9 Indicators:

- a. Investigates available resources (human and natural) for each selected world community and how these resources are used to meet basic needs and wants. [3.9a]
- b. Differentiates between the concepts of scarcity and surplus in relation to resources for each selected world community. [3.9a]
- c. Identifies how each selected world community meets its basic needs of food, clothing, and shelter, and compares that to their own community. [3.9b]
- d. Identifies various ways people earn a living and how this has changed, if at all, over time in each selected world community. [3.9b]

3.SOC.10 Each community develops an economic system that address three questions: what will be produced, how will it be produced, and who will get what is produced?

3.SOC.10 Indicators:

- a. Determines which goods are produced and which services provided in each selected world community. [3.10a]
- b. Examines how the goods are produced in each selected world community. [3.10a]
- c. Identifies which products and/or services from the selected world community are exported to other countries. [3.10b]
- d. Identifies what products and/or services from the selected world community are imported from other countries. [3.10b]
- e. Determines how the basic concept of supply and demand influences prices and trade. [3.10b]
- f. Examines how technological developments in transportation and communication have influenced trade over time. [3.10b]

Domain 5D: Cognition and Knowledge of the World: The Arts

The Arts develop a variety of children’s skills, self-expression, thought processes, and socio-emotional understandings through Dance, Music, Theater, Visual and Media Arts. Work in the arts directly engages students in a complex array of choices and critical decisions that require independent and collaborative goal-seeking, persistence in overcoming creative and technical obstacles, and the search for multiple solutions.

The Learning Standards for the Arts are organized into four artistic processes: Creating (Cr), Performing/Presenting/Producing (Pr), Responding (Re), and Connecting (Cn). The next level of standard organization is the 11 Anchor Standards which, along with the artistic processes, are the same across all arts disciplines. Each Arts discipline’s standards are specific interpretations of the Anchor Standards called Enduring Understandings. Enduring Understandings guide the content of the grade banded performance indicators. At the third-grade level, when possible, integration of the Arts is included in classroom units of study and collaboration occurs between the arts teacher and the classroom teacher.

The arts give students the opportunity to build expressive language skills, and this is particularly important for English Language Learners as they navigate a new language and culture. The arts provide teachers with an opportunity to celebrate language and cultural diversity and give students a safe space to creatively express themselves through arts-based projects and to learn content and skills in the Arts. Culturally and linguistically responsive-sustaining instruction in this domain highlights the arts of diverse cultures and languages of the world.

The NYS P-12 Learning Standards for the Arts provide additional performance indicators as well as instructional notes embedded throughout. Glossaries and additional resources (Dance, Media Arts, Music, Theater, and Visual Arts) are available. Additionally, NYS Arts Standard Professional Development Materials may be helpful.

Learning Standards for the Arts Anchor Standards

Each of the four processes have 2-3 anchor standards that are shared across all five arts disciplines.

3. Refine and complete artistic work

6. Convey meaning through presentation of artistic work

9. Apply criteria to evaluate artistic work

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.

The performance indicators listed below are selected third-grade indicators for each artistic process. The Learning Standards for the Arts in their entirety can be found by visiting: <http://www.nysed.gov/curriculum-instruction/arts-standards-implementation-resources>

DANCE**3.Arts.1 [DA:Cr1-3.2] Creating Dance**

Selected performance indicator

DA:Cr.1.1.3:

- a. Experiment with a variety of self-identified stimuli (e.g. music/sound, text, objects/props, images, notation, dance exemplars, own ideas, and experiences) for creating movement.
- b. Explore a given movement problem through improvisation with the elements of dance. Select, demonstrate, and describe a solution using accurate language.

3.Arts.2 [DA:Pr4-6.2] Performing Dance

Selected performance indicator

DA:Pr5.1.3:

- a. Demonstrate the fundamental dance skills of awareness of body alignment and core support while performing body shapes (e.g. twisted, narrow), movement qualities, (e.g. light, heavy), and patterns in simple dance sequences.
- b. Utilize fundamental dance skills to coordinate with a partner or other dances to safely change levels, directions, and pathway designs.

3.Arts.3 [DA:Re7-9.2] Responding to Dance

Selected performance indicator

DA:Re8.1.3:

- a. Identify characteristics of various dance styles and genres and employing basic dance terminology, relate them to the main ideas and to the meaning of dances.

3.Arts.4 [DA:Cn10-11.2] Connecting with Dance

Selected performance indicator

DA:Cn11.1.13:

- a. Identify the relationship between movement in a dance work or practice to that of the society, or community and the culture from which dance work or practice is derived; Explain which aspects of the culture are communicated through the dance work or practice.

MEDIA ARTS

We recognize that not all third-grade programs have the technological supports for all items under the media arts standards. However, simple media arts experiences can be designed with minimal technology, or media technology found in most classrooms. A helpful idea is to think of media arts as “4-D art”, which includes the element of time. Some examples include video, animation, a recording of viewer interaction with an artwork that changes its physical qualities over time (e.g., an artwork made of food, which gets eaten over time), a sequence or series of still images that are experienced simultaneously with sound patterns or music (slide presentation), etc. incorporating children’s home languages in media arts instruction both enables and extends learning for multilingual learners and English Language Learners.

3.Arts.5 [MA:Cr1-3.2] Creating Media Arts

Selected performance indicator

MA:Cr1.1.3:

- a. Generate ideas for media artwork using a variety of tools, methods and/or materials.

3.Arts.6 [MA:Pr4-6.2] Producing Media Arts

Selected performance indicator

MA:Pr4.1.3:

- a. Investigate and discuss different art forms and content in media artwork presentations.

3.Arts.7 [MA:Re7-9.2] Responds to Media Arts

Selected performance indicator

MA:Re8.1.3:

- a. Interpret the purposes and meanings of a variety of media artworks, considering their context.

3.Arts.8 [MA:Cn10–11.2] Connecting Media Arts

Selected Performance Indicator

MA:Cn10.1.3:

- a. Choose personal experiences, interest, and relevant information for creating media artwork and explain how they communicate intended meaning.

MUSIC**3.Arts.9 [MU:Cr1–3.2] Creating Music**

Selected performance indicator

MU:Cr1.1.3:

- a. Generate rhythmic and melodic ideas and identify connection to specific purpose and/or context (such as personal and social).
- b. Generate musical ideas (such as rhythms and melodies) within a given tonality and meter.

3.Arts.10 [MU:Pr4–6.2] Performing Music

Selected performance indicator

MU:Pr4.3.3:

- a. Demonstrate and identify the context and how intent is conveyed through expressive qualities (such as dynamics and tempo).

3.Arts.11 [MU:Re7–9.2] Responding to Music

Selected performance indicator

MU:Re7.2.3:

- a. Demonstrate and identify how a response to music can be informed using the elements of music and by context (such as personal and social).

3.Arts.12 [MU:Cn10–11.2] Connecting Music

Selected performance indicator

MU:Cn10.1.3:

- a. Generate musical soundscapes to portray stories, characters, emotions, and/or ideas.
- b. Describe places, times, and reasons for making and listening to music.
- c. Perform folk dances from a variety of cultures.
- d. Manipulate music concepts in order to express ideas

THEATER**3.Arts.13 [TH:Cr1–3.2] Creating Theater**

Selected performance indicator

TH:Cr1.1.3:

- a. Create roles, imagined worlds, and improvised stories.
- b. Imagine and articulate ideas for costumes, props, and sets.
- c. Collaborate to determine how characters might move and speak to support a story and given circumstances.

3.Arts.14 [TH:pr4–6.2] Performing Theater

Selected performance indicator

TH:Pr4.1.3:

- a. Apply the elements of dramatic structure to a story and create a drama or theater work.
- b. Investigate how movement and voice are incorporated into theatrical experiences.

3.Arts.15 [TH:Re7–9.2] Responding to Theater

Selected performance indicator

TH:Re8.1.2:

- a. Consider multiple personal experiences when participating or observing a guided drama experience.
- b. Suggest similarities between the emotions of real people and those characters in a story.

3.Arts.16 [TH:Cn10–11.2] Connecting Theater

Selected performance indicator

TH:Cn11.2.3:

- Explore how stories are adapted from literature to drama or theater work.
- Examine how artists have historically presented the same stories by using different art forms, genres, or theatrical conventions.

VISUAL ARTS**3.Arts.17 [VA:Cr1–3.2] Creating Visual Arts**

Selected performance indicator

VA:Cr1.2.3:

- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the artmaking process.

3.Arts.18 [VA:Pr4–6.2] Presenting Visual Arts

Selected Performance Indicator

VA:Pr6.1.3:

- Identify and explain how and where different cultures record and illustrate stories and history of life through art.

3.Arts.19 [VA:Re7–9.2] Responding to Visual Arts

Selected performance indicator

VA:Re7.1.3:

- Speculate about the artistic processes an artist used to create a work of art.

3.Arts.20 [VA:Cn10–11.2] Connecting Visual Arts

Selected Performance Indicator

VA:Cn10.1.3:

- Create works of art that reflect community cultural traditions.



Domain 5E: Cognition and Knowledge of the World: Technology, Computer Science, and Digital Fluency

Computer Science and Digital Fluency Learning Standards

For New York State students to lead productive and successful lives upon graduation, they must understand and know how to use digital technologies. Technology knowledge and skills are vital for full participation in 21st Century life, work, and citizenship.

The New York State K12 Computer Science and Digital Fluency Learning Standards were adopted by the Board of Regents in December 2020. The new standards focus on five key concepts: Impacts of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy. Each concept contains two or more sub-concepts, and within the sub-concepts are a number of standards. The standards are grouped into grade-bands: K-1, 2-3, 4-6, 7-8, and 9-12.

The related areas of computer science and digital fluency have been combined under one “umbrella” to create a comprehensive, cohesive set of learning standards that represents the essential knowledge and skills in these areas that all students should possess upon graduation in order to be successful in college, careers, and citizenship in the 21st century, with a vision that every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies.

As with all NYS Learning Standards, the Computer Science and Digital Fluency Standards should be implemented with careful understanding of child development and developmentally appropriate practice, especially for our youngest learners. The academic foundation that is set in the early years is essential, and the social emotional needs and environment for learning are key ingredients for student success. As these standards are implemented, it is important to meet the needs of the “whole child,” recognizing that a well-rounded education, positive learning environment, strong home-school connection, and high expectations all contribute to student success.

The need to promote computer science and digital fluency education among all students comes at a time when the system is already charged with building up language skills among an increasingly diverse student population. It is imperative that teachers promote inclusion and advance equity using technology and build students' digital fluency while being culturally and linguistically responsive. In addition to instruction that is developmentally appropriate, multilingual learners and English Language Learners benefit from activities, resources, and scaffolds in the home language to learn essential knowledge and develop fluency in digital technologies. For more information on supporting English Language Learners, visit the educator resource section on the NYSED's Office of Bilingual Education and World Languages website.

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.

2-3.IC.2. Compare and explain rules related to computing technologies and digital information.

Clarifying Statement: The focus is on having students understand why rules around computing technology can change depending upon the setting.

Ethics**2-3.IC.3. Discuss and explain how computing technology can be used in society and the world.**

Clarifying Statement: The focus is on examples of computing technology that were invented to solve broader problems in society, or existing technology platforms that can have many purposes.

2-3.IC.4. Identify public and private digital spaces.

Clarifying Statement: The focus is on identifying digital spaces in the context of sharing or accessing information, such as an online platform where students submit work (private) versus public websites that anyone can access.

2-3.IC.5. Identify and discuss how computers are programmed to make decisions without direct human input for daily life.

Clarifying Statement: The focus is on describing computing technology that relies on a program, settings, and data to make decisions without direct human involvement.

Accessibility**2-3.IC.6. Identify and discuss factors that make a computing device or software application easier or more difficult to use.**

Clarifying Statement: The focus is on identifying choices developers make when designing computing devices and software and considering the pros and cons when making those choices.

Career Paths**2-3.IC.7. Identify a diverse range of roles and skills in computer science.**

Clarifying Statement: The focus is not just on jobs in computer science, but also the skills and practices that are important for careers in the field of computer science.

COMPUTATIONAL THINKING**Modeling and Simulation****2-3.CT.1. Create a model of an object or computational process in order to identify patterns and essential elements of the object or process.**

Clarifying Statement: The emphasis is on data represented in models to portray results and to assist in identifying patterns in the world around us.

Data Analysis and Visualization**2-3.CT.2. Identify and describe data collection tools from everyday life.**

Clarifying Statement: The emphasis is on identifying various tools in everyday life that collect, sort and store data, such as surveys, spreadsheets and charts.

2-3.CT.3. Present the same data in multiple visual formats in order to tell a story about the data.

Clarifying Statement: The emphasis is on using the visual representation to make the data meaningful. Options for presenting data visually include tables, graphs, and charts.

Abstraction and Decomposition**2-3.CT.4. Identify multiple ways that the same problem could be decomposed into smaller steps.**

Clarifying Statement: The focus is on identifying how to break apart a problem into smaller steps, while understanding that there can be multiple valid sequences of steps that solve the same problem.

2-3.CT.5. Identify the essential details needed to perform a general task in different settings or situations.

Clarifying Statement: Some details are essential to performing a task, while others are not (e.g. some may be so common that they don't need to be stated).

Algorithms and Programming**2-3.CT.6. Create two or more algorithms for the same task.**

Clarifying Statement: The task can be a familiar activity or more abstract. The focus is on finding more than one way to reach the same goal.

2-3.CT.7. Name/label key pieces of information in a set of instructions, noting whether each name/label refers to a fixed or changing value.

Clarifying Statement: The focus is on identifying key pieces of information, labelling them with a descriptive name, and observing which labels refer to different values each time the instructions are given, and which values stay the same.

2-3.CT.8. Identify steps within a task that should only be carried out under certain precise conditions.

Clarifying Statement: The focus should be on recognizing that some steps in a task only get carried out some of the time, and that the conditions can be precisely described.

2-3.CT.9. Identify and debug errors within an algorithm or program that includes sequencing or repetition.

Clarifying Statement: The focus should be on having students identify error(s) in an algorithm and suggest changes to fix the algorithm.

2-3.CT.10. Develop and document a plan that outlines specific steps taken to complete a project.

Clarifying Statement: The focus should be on developing and documenting a plan in writing, using appropriate tools (such as a storyboard or story map).

NETWORKS & SYSTEM DESIGN**Hardware and Software****2-3.NSD.1. Describe and demonstrate several ways a computer program can receive data and instructions (input) and can present results (output).**

Clarifying Statement: The focus is on choosing and demonstrating different computing technologies to receive and present results depending on the task.

2-3.NSD.2. Explain the function of software in computing systems, using descriptive/precise language.

Clarifying Statement: The focus is on understanding how software helps to complete computing tasks.

2-3.NSD.3. Describe and attempt troubleshooting steps to solve a simple technology problem.

Clarifying Statement: The focus is on building problem-solving techniques for self-help, such as making sure speakers are turned on or headphones are plugged in or making sure that the caps lock key is not on, to narrow down a problem.

Networks and the Internet**2-3.NSD.4. Recognize that information can be communicated using different representations that satisfy different rules.**

Clarifying Statement: The focus is on understanding that information is converted in a special way so it can be sent through wires or waves through the air.

2-3.NSD.5. Describe and navigate to various locations where digital information can be stored.

Clarifying Statement: The focus is on being able to navigate and save a file to a specific location.

CYBERSECURITY**Risks****2-3.CY.1. Compare reasons why an individual should keep information private or make information public.**

Clarifying Statement: The focus should be on potential effects, both positive and negative, for making information public.

Safeguards**2-3.CY.2. Compare and contrast behaviors that do and do not keep information secure.**

Clarifying Statement: The emphasis is on recognizing and avoiding potentially harmful behaviors, such as sharing private information online or not logging off a public computer.

2-3.CY.3. Identify why someone might choose to share an account, app access, or devices.

Clarifying Statement: The focus is on explaining how user habits and behaviors should be adjusted based on who shares a device and/or application.

2-3.CY.4. Encode and decode a short message or phrase.

Clarifying Statement: The focus is on having one student encode a word or message, and a different student, using the same key, decode it. You might encourage students to develop their own coding scheme.

Response**2-3.CY.5. Identify unusual activity of applications and devices that should be reported to a responsible adult.**

Clarifying Statement: The emphasis is on recognizing situations in which students should notify a trusted adult when a device or application does not perform as expected (pop-ups, authentication and/or loading issues).

DIGITAL LITERACY**Digital Use****2-3.DL.1. Locate and use the main keys on a keyboard to enter text independently.**

Clarifying Statement: Students should be introduced to keyboarding and by third grade begin to receive direct instruction in keyboarding, with a focus on form over speed and accuracy.

2-3.DL.2. Communicate and work with others using digital tools to share knowledge and convey ideas.

Clarifying Statement: The focus is on using digital tools to communicate and collaborate in order to expand knowledge and effectively convey ideas.

2-3.DL.3. Conduct basic searches based on student identified keywords.

Clarifying Statement: Students will identify key words with which to perform an internet search using teacher-approved tools, to obtain information.

2-3.DL.4. Use a variety of digital tools and resources to create digital artifacts.

Clarifying Statement: Different digital tools are used for different purposes, such as communicating, collaborating, researching, and creating original content.

2-3.DL.5. * Standard begins in Grade Band 4-6.**Digital Citizenship****2-3.DL.6. Describe ways that information may be shared online.**

Clarifying Statement: The focus is on how personal information, both public and private, becomes available online and understand the ways their information can be shared in various ways.

2-3.DL.7. Understand what it means to be part of a digital community and describe ways to keep it a safe, respectful space.

Clarifying Statement: The focus is on describing actions with students and having them discuss whether those actions would be safe, responsible, and/or ethical using technology and/or online spaces.

Planning Curriculum and Instruction

Interdisciplinary Unit of Study – Planning Template

The planning template that follows illustrates one way to plan an interdisciplinary unit of study that aligns with the third grade learning standards. The template leaves room to build on student interest, and can be tailored to meet individual needs. While including traditional components of integrated unit planning, this template also includes space for intentional planning of family and community involvement, outdoor and gross motor activities, as well as connections with special area teachers. This is meant to be a resource for the field, to use if it is helpful, in planning meaningful curricula to best support third graders' learning and development.



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 'big' questions for which there is no single answer.

Focus Questions

Focus questions represent the major inquiries of the unit. They build over time and require children to make connections across all content areas.

Student Outcomes

Student outcomes are the learning targets for children. What are children able to do as a result of instruction?

Academic Vocabulary

Academic vocabulary words help children understand the unit focus questions and access complex texts. These words can be supplemented by vocabulary in read alouds and/or texts at children's independent reading levels.

Foundational and Supporting Texts

Foundational and supporting texts include a combination of literacy and informational texts that can be read throughout the unit. Foundational texts help students interpret and answer the essential/focus question(s); supporting texts augment students' understanding of essential/focus questions and strengthen learning centers and activities, while complementing the needs/interests of individual students.

Family and Community Engagement

Opportunities for inviting families to share their experiences and knowledge with the class, or for extending learning outside of the classroom.

Culminating Celebration

A culminating celebration is an opportunity to reflect on the unit with the children, as well as to note and celebrate 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:

	Week 1	Week 2
Focus Question(s)		
Foundational Texts for Read Aloud(s)		
Large Group Instruction		
Small Group Instruction		
Supporting Texts		

Outdoor/Gross-Motor Brain Breaks:

Unit Reflection:

Weekly Planning

Week 3	Week 4	
		Focus Question(s)
		Foundational Texts, including Read Aloud(s)
		Large Group Instruction
		Small Group Instruction
		Supporting Texts

Connections with Special Area Teachers:

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New York State Early Childhood Advisory Council. Developmentally Appropriate Practice Briefs: Behavior; Leadership; Curricula; Environments; Interaction; Assessment; and Family Engagement. <http://www.nysecac.org/news/developmentally-appropriate-practice-guidance/>

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THE NEW YORK STATE THIRD GRADE LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

New York State Education Department 2021