

# RESOURCE GUIDES FOR SCHOOL SUCCESS:

THE KINDergarten EARLY LEARNING STANDARDS

**ACKNOWLEDGEMENT:** The National Science Foundation (NSF) supported the development of the standards through the National Science Education Leadership Initiative (NELI) program. The standards were developed by the National Science Education Leadership Initiative (NELI) team, which includes the following members: [List of names and affiliations]

# Table of Contents

|

# Introduction

The New York State Third Grade Reading Grade Scale is a measure of reading achievement for third-grade students. This scale is based on the New York State Learning Standards for English Language Arts. The New York State Reading Grade Scale is a measure of reading achievement for third-grade students. This scale is based on the New York State Learning Standards for English Language Arts.

## Purpose of this Document

This document provides information about the New York State Reading Grade Scale. It includes information about the scale's purpose, how it is used, and how it relates to the New York State Learning Standards for English Language Arts. The scale is used to measure reading achievement for third-grade students. It is based on the New York State Learning Standards for English Language Arts. The scale is used to measure reading achievement for third-grade students. It is based on the New York State Learning Standards for English Language Arts.



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

The following guiding principles are intended to help guide the development of the NYS Third Grade Resource Guide for School Success. These principles are derived from the NYS Learning Standards and the NYS Learning Standards for Mathematics, Science, and Social Studies.

1

All students, regardless of their background, race, ethnicity, language proficiency, or socioeconomic status, should have the opportunity to learn and succeed in a safe, supportive, and challenging environment. Schools should ensure that all students have access to high-quality instruction and resources that meet their individual needs and promote their growth and development.

2

Curriculum and instruction should be aligned with the NYS Learning Standards and designed to engage students in meaningful learning experiences that promote deep understanding and critical thinking skills.

3

Instruction should be differentiated to meet the needs of all learners, including students with disabilities and students who are culturally and linguistically diverse.

4

Assessment should be used to monitor student progress and inform instruction, rather than as a high-stakes test.

5

Teachers should collaborate with colleagues and families to create a supportive learning environment and ensure that all students are successful.

6

Instruction should be culturally responsive and relevant, reflecting the diverse experiences and perspectives of all students.

7

Instruction should be inquiry-based and promote student ownership of learning.

8

Instruction should be designed to promote student engagement and motivation, and to foster a love of learning.

9

Instruction should be designed to promote student collaboration and communication skills, and to prepare students for the challenges of the 21st century.

NYS Learning Standards for Mathematics, Science, and Social Studies. **not:**

Instruction should be designed to promote student ownership of learning.

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## Students with Disabilities

Students with disabilities are entitled to a free and appropriate public education. This education is provided through the Individualized Education Program (IEP) process. The IEP is a written document that outlines the student's unique needs and the services they will receive. The IEP is developed by a team of professionals, including the student's parents, teachers, and other school personnel. The IEP is reviewed and updated regularly to ensure that the student is making progress and receiving the services they need. The IEP process is a collaborative effort that ensures that every student has the opportunity to succeed in school.



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# Domain 1: Approaches to Learning

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

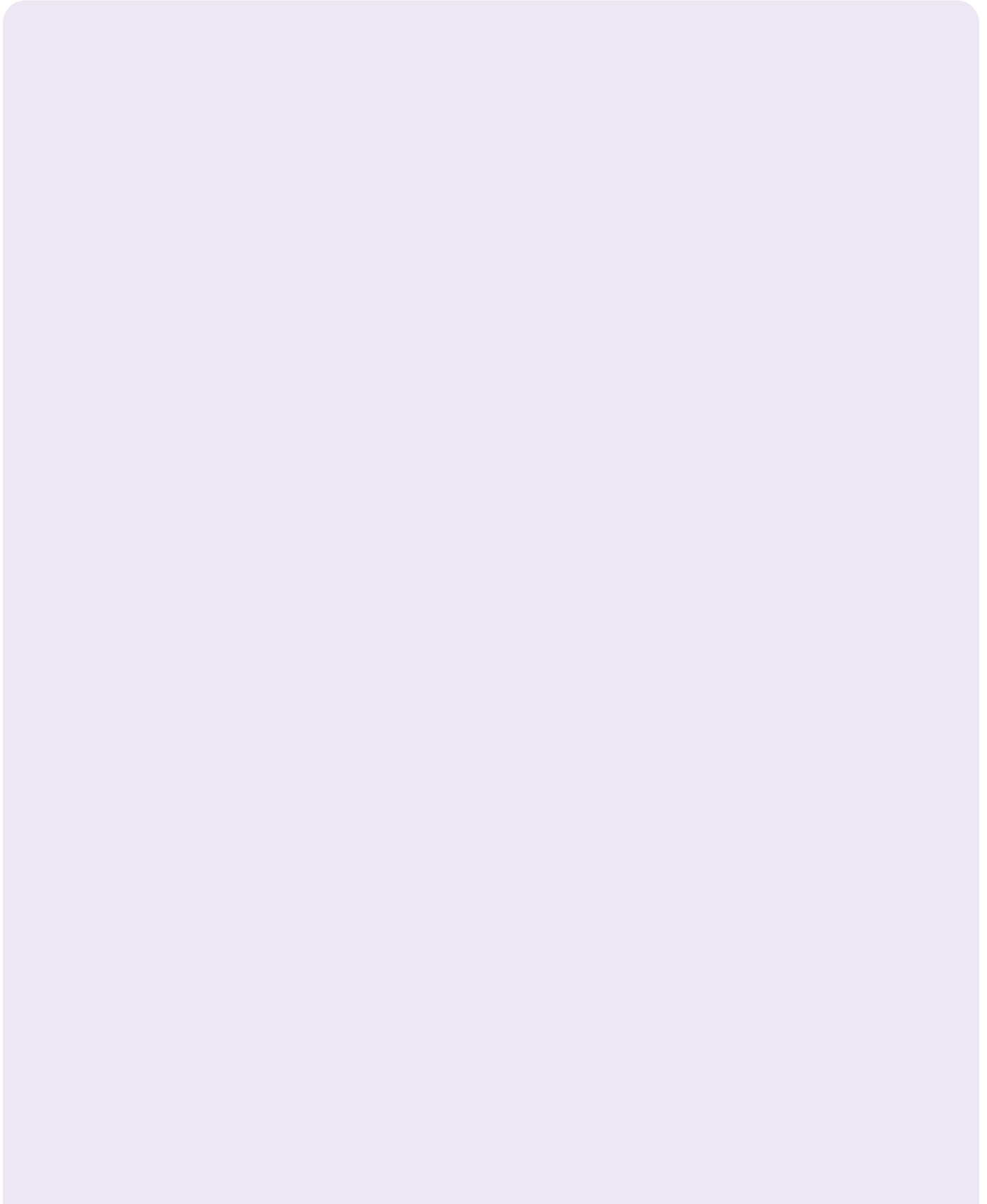
3.AL.2.1 \_\_\_\_\_ :

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\_\_\_\_\_

# Domain 2: Physical Development and Health





# Domain 3: Social and Emotional Learning

## 3rd Grade Context: A

Grade	Anchor	Anchor Description	Anchor Code
K-12	1	Identifies and manages emotions and behaviors	SEL.1
	2	Recognizes personal qualities and external supports	SEL.2
	3	Demonstrates skills related to achieving personal and academic goals	SEL.3
K-3	1	Identifies and manages emotions and behaviors	SEL.1
	2	Recognizes personal qualities and external supports	SEL.2
	3	Demonstrates skills related to achieving personal and academic goals	SEL.3
K-12	1	Identifies and manages emotions and behaviors	SEL.1
	2	Recognizes personal qualities and external supports	SEL.2
	3	Demonstrates skills related to achieving personal and academic goals	SEL.3
K-3	4	Recognizes the feelings and perspective of others	SEL.4
	5	Establishes and maintains positive relationships	SEL.5
	6	Resolves conflicts and problems peacefully	SEL.6

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	5	Establishes and maintains positive relationships	SEL.5
	6	Resolves conflicts and problems peacefully	SEL.6

### SELF-AWARENESS AND SELF-MANAGEMENT SKILLS

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

- K-3. SEL. 1.1 :
  - R : 1A.1
  - D : 1A.1

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

- K-3. SEL. 2.1 :
  - D : 1B.1
  - I : 1B.1

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

- K-3. SEL. 3.1 :
  - D : 1C.1
  - I : 1C.1

### SOCIAL AWARENESS AND RELATIONSHIPS WITH OTHERS

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

- K-3. SEL.4.1 :
  - R : 2A.1
  - I : 2A.1

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

- K-3. SEL. 5.1 :
  - ... D ... 2B.1 .
  - ... D ... 2B.1

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

- K-3. SEL. 6.1 :
  - ... I ... 2C.1 .
  - ... D ... 2C.1 .

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

- K-3. SEL. 7.1 :
  - ... I ... 2D.1 .
  - ... I ... 2D.1 .

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

- K-3. SEL. 8.1 :
  - ... E ... 3A.1 .
  - ... I ... 3A.1 .

**DECISION-MAKING SKILLS**

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

- K-3. SEL. 9.1 :
  - ... I ... 3B.1 .
  - ... M ... 3B.1 .

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

- K-3. SEL. 10.1 :
  - ... I ... 3C.1 .
  - ... I ... 3C.1 .

**ADAPTABILITY**

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

- K-3. SEL. 11.1 :
  - ... A ... / ...

# Domain 4: English Language Arts and Literacy

## 3rd Grade Context:

3

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P N K L , P D E P G , E D'

ELAS

P M L E L L N G E L

A L S

**READING FOUNDATIONS** PhillipwA.h lanW20 (x3 116iti R bene)15x3g[()]820 (o474 -4.105 Td[(Ry t)33RF37 TD: Khr]30 (o)3h lanap

## Fluency

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

3RF4 I **Indicator:**

- I . R . . . . .
- I . R . . . . .
- I . R . . . . .
- I . R . . . . .

## 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.**

3 W 1 I **Indicator:**

- I . . . . .
- I . . . . .
- I . . . . .
- I . . . . .
- P . . . . .

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

3 W 2 I **Indicator:**

- I . . . . .
- D . . . . .
- D . . . . .
- D . . . . .
- P . . . . .







## 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**

3L4.1.1.1:

- Distinguishes between words used to identify people, places, objects, animals, or actions (e.g., *table*, *chair*, *apartment*, *dog*, *go*) and words used to describe these things (e.g., *smooth*, *rough*, *kind*, *mean*, *fast*, *slow*).
- Identifies words used to describe people, places, objects, animals, or actions (e.g., *kind*, *mean*, *fast*, *slow*, *smooth*, *rough*).
- Identifies words used to identify people, places, objects, animals, or actions (e.g., *table*, *chair*, *apartment*, *dog*, *go*).

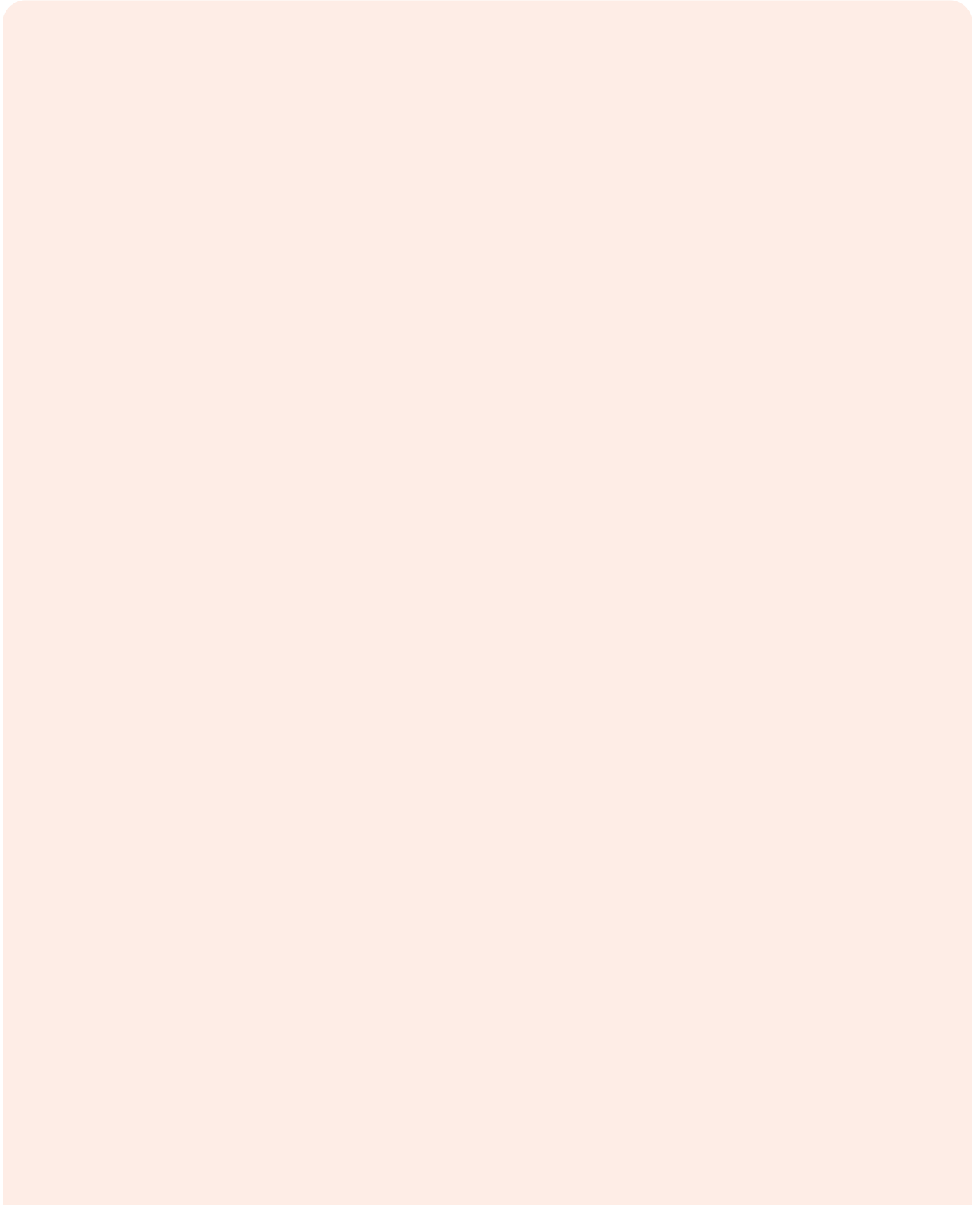
**3L5: Demonstrates understanding of word relationships and nuances in word meanings.**

- Distinguishes between words that are similar in meaning (e.g., *enormous* and *gigantic*) and words that are opposite in meaning (e.g., *enormous* and *tiny*).
- Identifies words that are similar in meaning (e.g., *enormous* and *gigantic*).
- Identifies words that are opposite in meaning (e.g., *enormous* and *tiny*).

**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



**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.**

N F F :F  
 .R  
 K-5 P C C O F A .18-19.  
 A .182-195.  
 N F .K M : N .182-19 . 2 D 4 ( ) ( )330 (

NotTH.7 [9] Under.

NoL.OingTH.7 [a

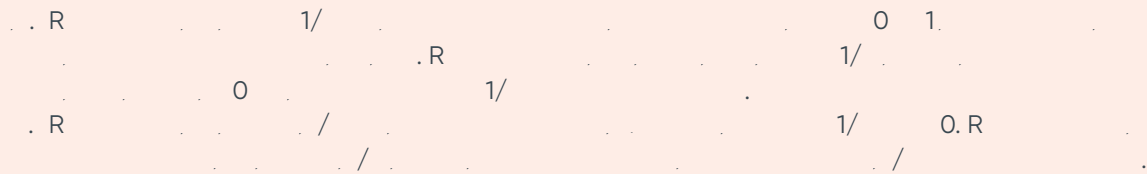
**NUMBER AND OPERATIONS – FRACTIONS**

Develops understanding of fractions as numbers.

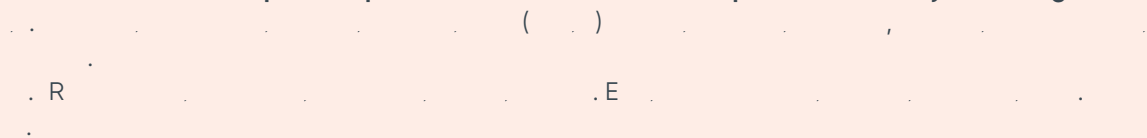
N : F. 2, 3, 4, 6, 8.

**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.

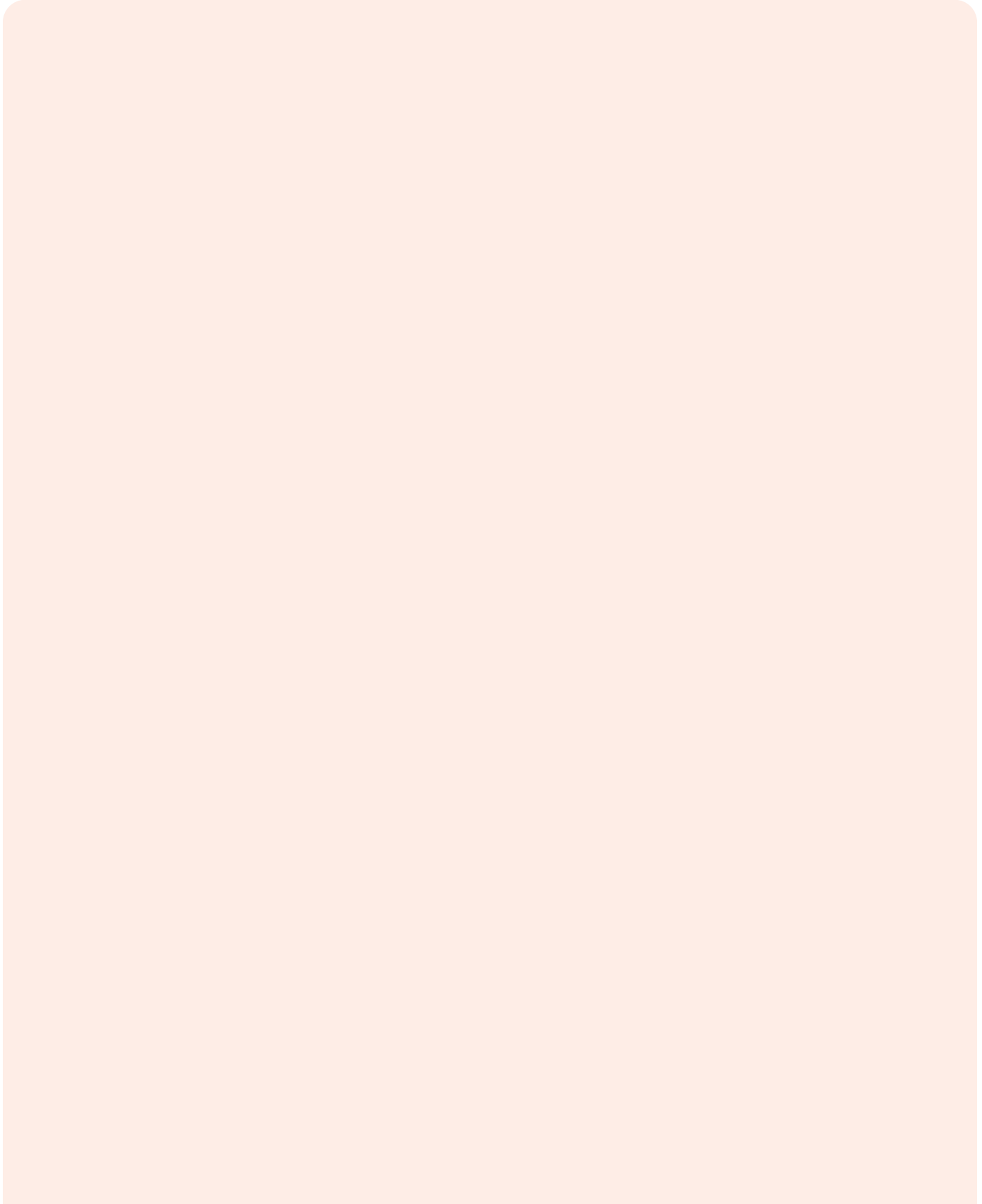


**3.MATH.18 [NY-3.NF.3]** Explains equivalence of fractions and compares fractions by reasoning about their size.





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





**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.**

C. . . . . S. . . . . :E. . . . .  
. . . . .  
. . . . . .E. . . . .

A . . . . . B . . . . . :A . . . . .

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

C. . . . . S. . . . . :E. . . . .  
. . . . .

**INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS**

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

3-PS2-4. C (. . .)4nshatz(S)25simplndrs (s)11 (. dir)30da (t wit t)3 (s tmrm grs t (hat (S)25r)19.19.1 (or (t wiooblem t)8 (c)4 (t)v (s5 (e



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

Third Grade Context: Social Studies

3.SOC.1.3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

3.SOC.1.1.1 : C. E . 3.1  
 10 ( ) 2 ( ) 29 . SOC.1( 0 ( 36 )-135 ( 9 ) )4 ( )4.9 ( )-3 ( )16 ( )23 ( 24 ( )11 (.), J/, 1 11  
 . 3.1  
 . D  
 . E ( ) : . 3.1

### 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.1.1 :

- . C. E . 3.1
- . 10 ( ) 2 ( ) 29 . SOC.1( 0 ( 36 )-135 ( 9 ) )4 ( )4.9 ( )-3 ( )16 ( )23 ( 24 ( )11 (.), J/, 1 11
- . 3.1
- . D
- . E ( ) : . 3.1

**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.I :  
 . E. ... ( ... ),  
 . I. ... 3.3  
 . I. ... 3.3  
 . E. ... /  
 . I. ... 3.3  
 . E. ... 3.3

**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.I :  
 . E. ... 3.4  
 . E. ... 3.4  
 . E. ... 3.4

**DEVELOPMENT, MOVEMENT, AND INTERACTION OF CULTURES**

**3.SOC.5 Communities share cultural similarities and differences across the world.**

- 3.SOC.5.I :  
 . C. ... 3.5  
 . E. ... 3.5  
 . C. ... 3.5

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

- 3.SOC.6.I :  
 . E. ... 3.6  
 . E. ... 3.6

**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.I :  
 . C. ... S. ... 3.7  
 . C. ... S. ... 3.7  
 . C. ... S. ... 3.7

. D . 3.7

. I

S. 3.7

**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 I :

. D

. 3.8

. E

. 3.8

. I

. 3.8

**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 I :

. I ( )

. 3.9

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. 3.9

. I

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**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 I :

. D

. 3.10

. E

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

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D, M M A

L S A :C (C), P /  
P /P (P), R (R), C (C).  
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E A

E L L A C

N SP-12 L S A  
A ) A ,N SA S P D (D, M A, M M

3.R

6.C

9.A

11.I



**3.Arts.8** MA:C 10-11.2 **Connecting Media Arts**

S P I  
 MA:C 10.1.3:  
 C

**MUSIC**

**3.Arts.9** M :C 1-3.2 **Creating Music**

S  
 M :C 1.1.3:  
 G / (  
 G )

**3.Arts.10** M :P 4-6.2 **Performing Music**

S  
 M :P 4.3.3:  
 D (

**3.Arts.11** M :R 7-9.2 **Responding to Music**

S  
 M :R 7.2.3:  
 D (

**3.Arts.12** M :C 10-11.2 **Connecting Music**

S  
 M :C 10.1.3:  
 G /  
 D  
 P  
 M

**THEATER**

**3.Arts.13** H:C 1-3.2 **Creating Theater**

S  
 H:C 1.1.3:  
 C  
 I  
 C

**3.Arts.14** H:P 4-6.2 **Performing Theater**

S  
 H:P 4.1.3:  
 A  
 I

**3.Arts.15** H:R 7-9.2 **Responding to Theater**

S  
 H:R 8.1.2:  
 C  
 S



**3.Arts.16** H:C 10-11.2 **Connecting Theater**

S

H:C 11.2.3:

E

E

**VISUAL ARTS**

**3.Arts.17** A:C 1-3.2 **Creating Visual Arts**

S

A:C 1.2.3:

A

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

S

P

I

A:P 6.1.3:

I

**3.Arts.19** A:R 7-9.2 **Responding to Visual Arts**

S

A:R 7.1.3:

S

**3.Arts.20** A:C 10-11.2 **Connecting Visual Arts**

S

P

I

A:C 10.1.3:

C



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

## Computer Science and Digital Fluency Learning Standards

Florida Standards for Computer Science and Digital Fluency Learning Standards 21

Florida Standards for Computer Science and Digital Fluency Learning Standards 2020. :I C , N S D ,C D L .E :K-1, 2-3, 4-6, 7-8, 9-12.

Florida Standards for Computer Science and Digital Fluency Learning Standards 21

Florida Standards for Computer Science and Digital Fluency Learning Standards A N S L S C S D F S A

Florida Standards for Computer Science and Digital Fluency Learning Standards E L L F N SED' O B E L

**IMPACTS OF COMPUTING**

Society

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

C. S. ;

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

C. S. ;

Ethics

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

C. S. ;

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

C. S. ; ( )

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

C. S. ; ( )2 1 0 ( - JEM00, 0 )19 (319 (0 ( 2 )4 ( )23 ( ) ( )2 , -4.672 0 -8.46 -3.788 -330 ( ( )2

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

C. S. :S ( . . . ) .

Algorithms and Programming

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

C. S. : . . .

**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.**

Safeguards

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : \_\_\_\_\_

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : \_\_\_\_\_ / \_\_\_\_\_

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : \_\_\_\_\_

Response

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : \_\_\_\_\_ ( \_\_\_\_\_ / \_\_\_\_\_ ).

**DIGITAL LITERACY**

Digital Use

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : S \_\_\_\_\_

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

C. \_\_\_\_\_ S. \_\_\_\_\_ : \_\_\_\_\_

# Planning Curriculum and Instruction

## Interdisciplinary Unit of Study – Planning Template



# Unit Overview

## Unit Topic

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## Essential Question

A

.E

## Focus Questions

F

## Student Outcomes

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## Academic Vocabulary

A

## Foundational and Supporting Texts

F

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## Family and Community Engagement

O

## Culminating Celebration

A

# Learning Standards

## Domain 1: Approaches to Learning

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## Domain 2: Physical Development and Health

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## Domain 3: Social and Emotional Learning

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## Domain 4: English Language Arts and Literacy

Reading

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Writing

---

Speaking & Listening

---

Language

---

## Domain 5: Cognition and Knowledge of the World

Mathematics

---

Science

---

Technology

---

Social Studies

---

The Arts

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Blank area for notes or additional information.

	Unit 1	Unit 2
F Q ( )		
F A ( ) R		
L G I		
S G I		
S		

O /G -M B. B . :

R. \_\_\_\_\_ :

### Weekly Planning

Grade 3	Grade 4	
		F Q ( )
		F R A ( )
		L G I
		S G I
		S

C S A :



# THE NEW YORK STATE THIRD GRADE LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

NEW YORK STATE EDUCATION 2021