

RESOURCE GUIDES FOR SCHOOL SUCCESS:

THE KINDergarten EARLY LEARNING STANDARDS

ACKNOWLEDGEMENT: The National Science Education Standards (NSES) were developed by the National Academy of Sciences, National Research Council of the National Academies, and the National Science Board. The standards were developed in response to the National Science Foundation's (NSF) request for the National Science Board (NSB) to conduct a study of the current state of science education in the United States and to recommend ways to improve it. The NSB's report, "National Science Education Standards," was published in 1996. The standards were developed by a committee of experts in the field of science education, including scientists, educators, and policy makers. The standards are intended to provide a framework for the development of science education curricula and to guide the assessment of student learning in science.

Table of Contents

|

Introduction

The **Nebraska State Third Grade Reading Grade Scale** is a **Learning Standard** for a third-grade reading grade. It is a **Grade Scale** that is used to measure a child's reading level. This **Scale** is based on the **Nebraska State Learning Standard** for a third-grade reading grade. The **Nebraska State Reading Grade Scale**, **Kindergarten**, **First**, and **Second Grade Reading Grade Scale** are also available.

Purpose of this Document

D **O** **E** **L** **O** **C** **N** **S** **E**
S **L** **S** **H** **N**
F **G** **R** **G** **S** **S** **E** **L** **H** **N** **S**



Students with Disabilities

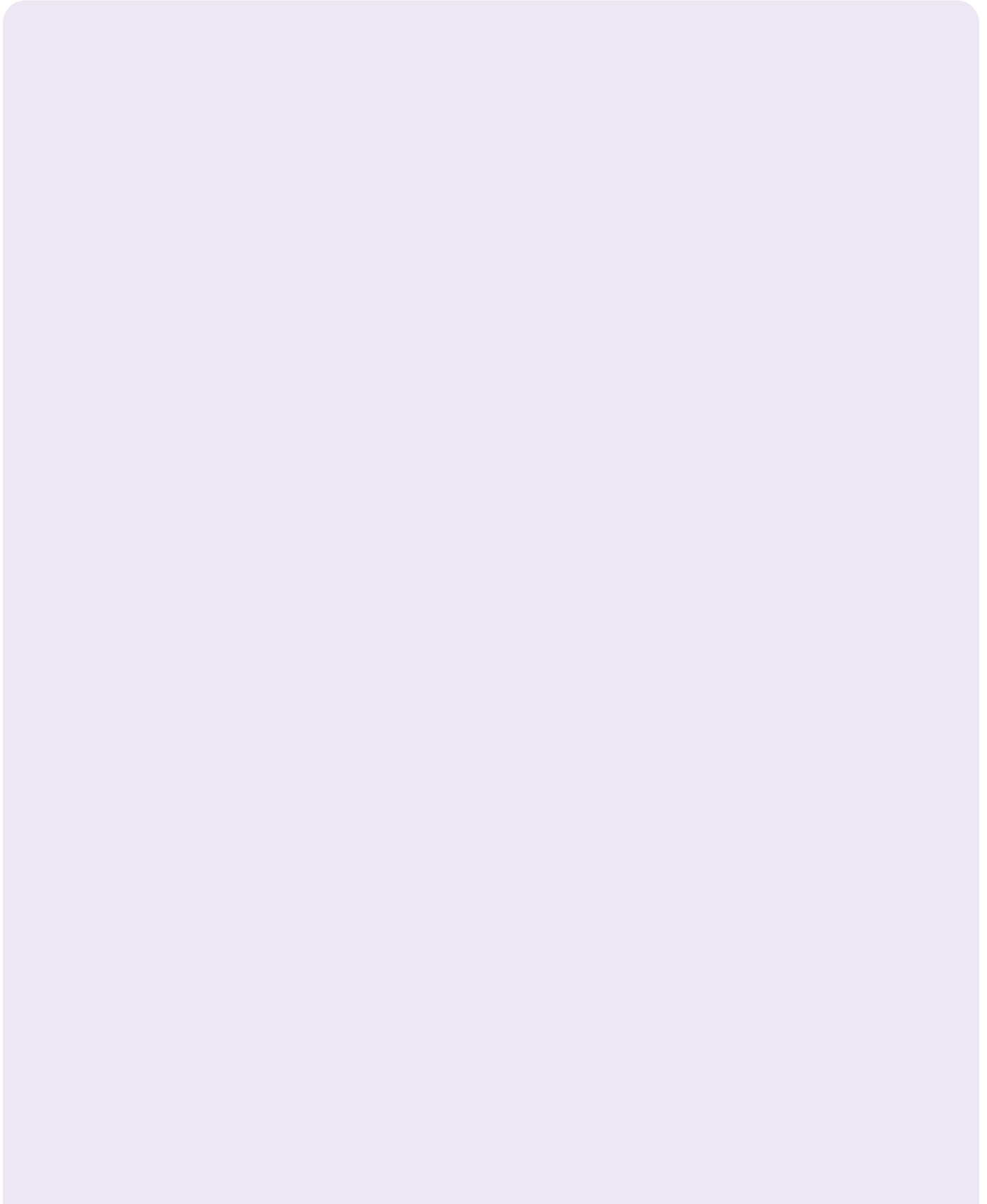
Students with disabilities are an important part of our school community. We believe that all students should have the opportunity to learn and grow. This document provides information about the standards for students with disabilities. It is intended to help educators understand the requirements and ensure that all students receive a quality education. The standards are designed to be challenging and meaningful for all learners. We encourage all educators to work together to create an inclusive and supportive learning environment for every student.

Domain 1: Approaches to Learning

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

3.AL.2.1 _____ :

Domain 2: Physical Development and Health





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

.B

.I

.M E L L

E

E L L

E L A L

C

.F

.A

A

(...)

P N S ' N G ELAS

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

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 that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*) and words that are used to describe actions or feelings (e.g., *run*, *happy*).
- Identifies words that are used to describe actions or feelings (e.g., *run*, *happy*) and words that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*).
- Identifies words that are used to describe actions or feelings (e.g., *run*, *happy*) and words that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*).

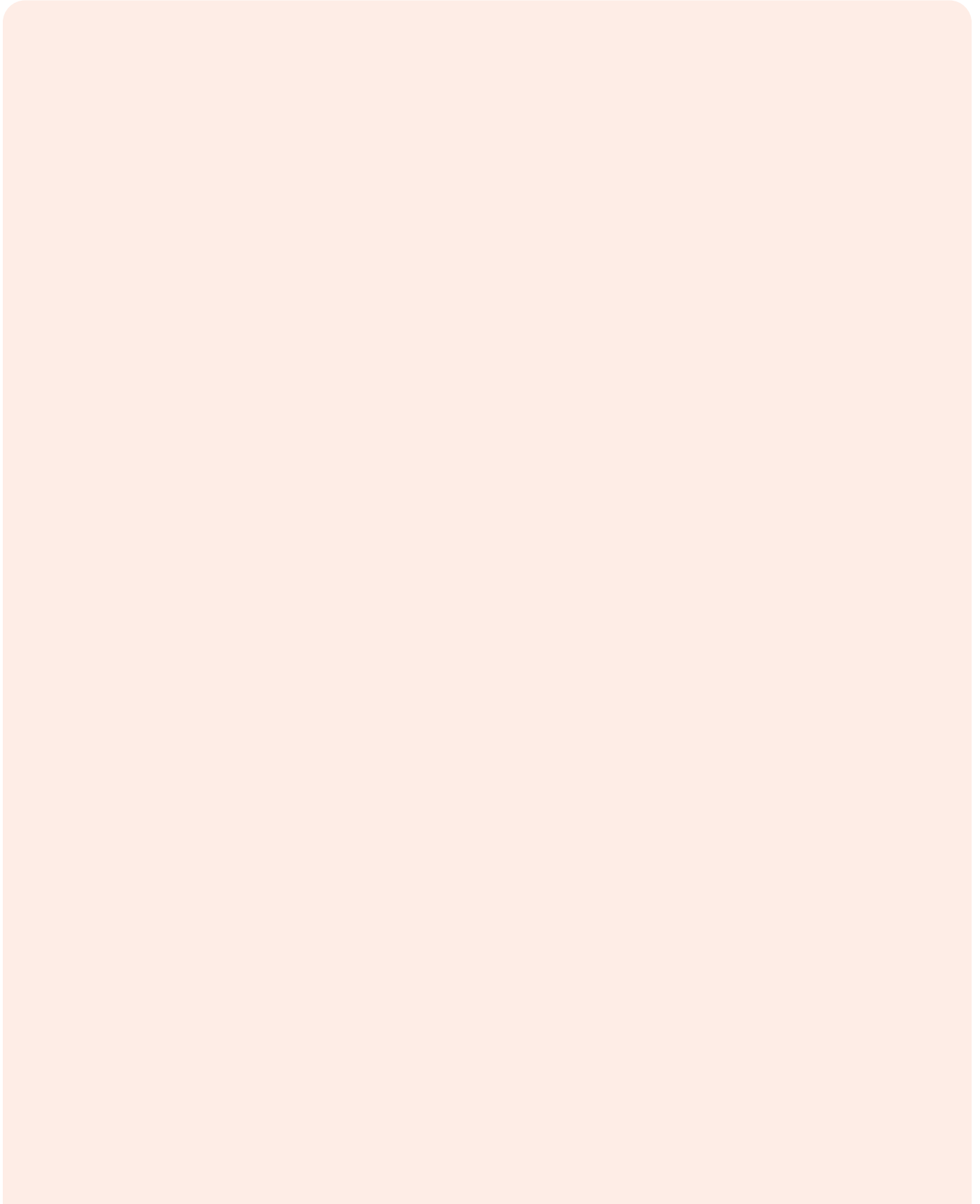
3L5: Demonstrates understanding of word relationships and nuances in word meanings.

- Distinguishes between words that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*) and words that are used to describe actions or feelings (e.g., *run*, *happy*).
- Identifies words that are used to describe actions or feelings (e.g., *run*, *happy*) and words that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*).
- Distinguishes between words that are used to describe people, places, or things (e.g., *tree*, *house*, *blue*) and words that are used to describe actions or feelings (e.g., *run*, *happy*).

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

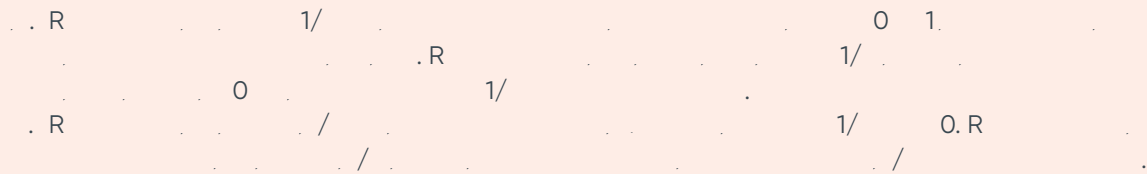
NUMBER AND OPERATIONS – FRACTIONS

Develops understanding of fractions as numbers.

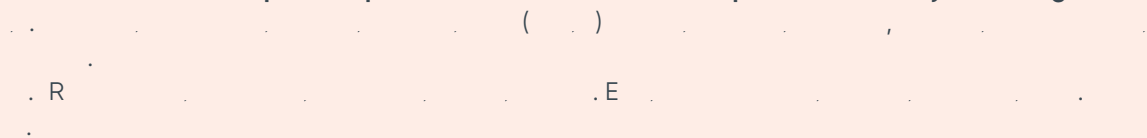
N : F. 2, 3, 4, 6, 8.

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 $1/b$.

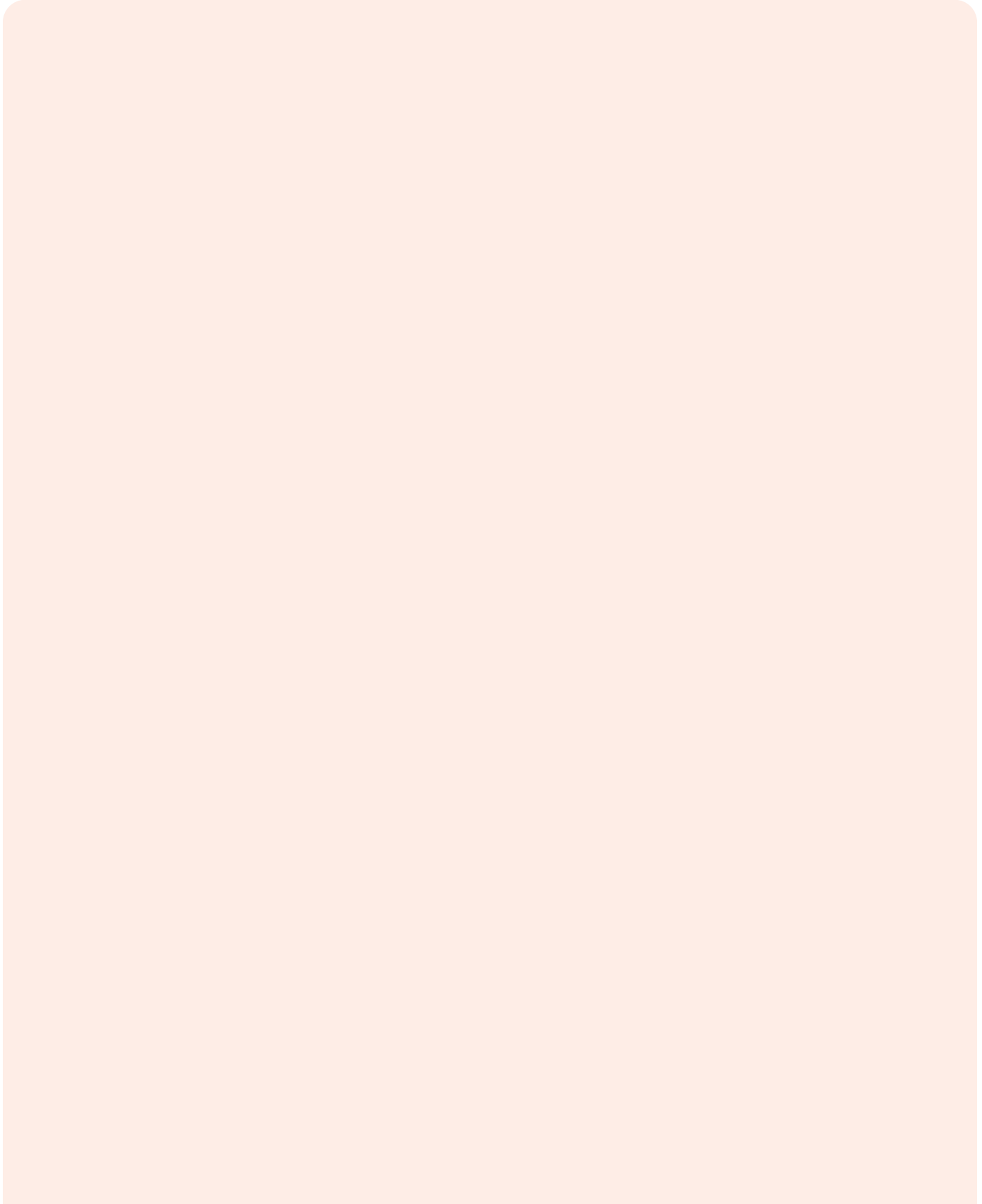
3.MATH.17 [NY-3.NF.2] Understands a fraction as a number on the number line; represents fractions on a number line.



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



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

Third Grade Context: S . S

C . A . G . C . E . L . L . S . M . E . L . L . S . S . S . P . G . 3 . S . S . F . C . R . C . ; C . C . : G . , I . E . ;) ; C . P . N . S . ' K-12 S . S . F .

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.11

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

. D

. 3.9

. I

. 3.9

. I

. 3.9

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

. 3.10

. I

. 3.10

. I

. 3.10

. D

. 3.10

. E

. 3.10

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

A
D, M M A

L S A :C (C), P /
P /P (P), R (R), C (C).
11A S A S E A
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**

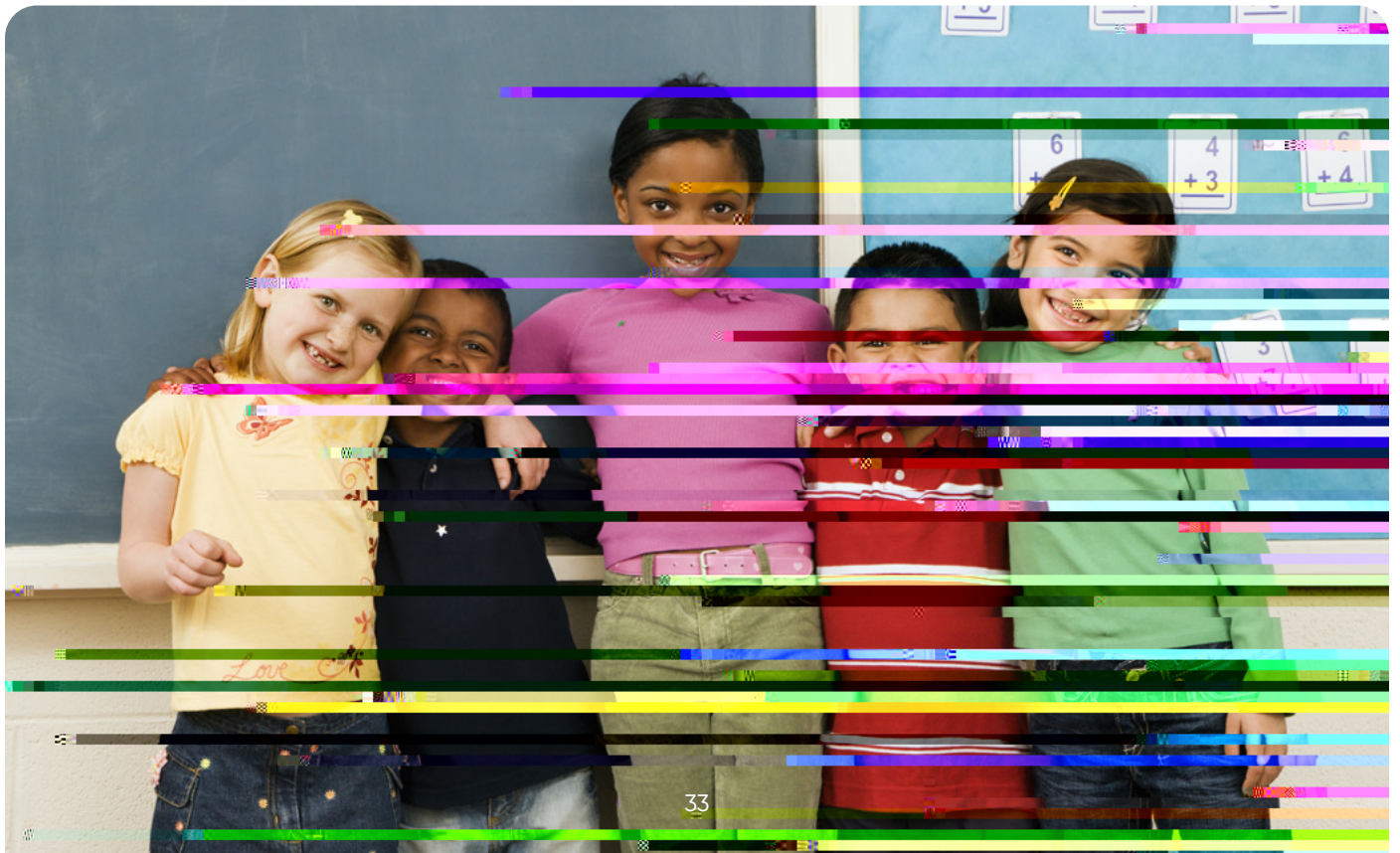
S

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 21

Florida Standards for Computer Science and Digital Fluency Learning Standards 21

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

N

Essential Question

A

.E

Focus Questions

F

Student Outcomes

S

?

Academic Vocabulary

A

Foundational and Supporting Texts

F

.F

();

Family and Community Engagement

O

Culminating Celebration

A

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

	Grade 1	Grade 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 :

References and Resources

H., M. (). *A Teacher's Guide to Learning: Kindergarten to Grade 3*. New Jersey: D. E. ...
 A. E. & D. C. F. C. D. D. E.

Blank lined area for writing references and resources.

THE NEW YORK STATE THIRD GRADE LEARNING STANDARDS:

A RESOURCE FOR SCHOOL SUCCESS

NEW YORK STATE EDUCATION 2021