

Grade 3

What should my students learn from September to November?

By the end of third grade, all students should reach the expectations outlined in the NYS standards. This means that no matter what curricular resources your school uses, there are certain experiences all children in third grade should have in literacy, mathematics, science and social studies. This learning map helps you know the types of teaching and learning experiences students should have in these content areas from **September to November** and details examples of research validated pedagogical practices that you can employ to create access to rich and culturally responsive grade-level content. This learning map is not intended to be used to monitor student progress at different times of the year but rather to carefully consider the types of learning experiences students have access to within a given curriculum and ways to enhance instruction and accelerate learning for every student.

A student entering third grade has hit a milestone. They are embarking on their academic journey into the upper elementary grade levels and this part of the year will be one of transition for them. To that end, they will need nurturing, guidance and support as they engage in learning that will require new levels of independence. Early on, pedagogical practices provided should offer plenty of opportunities for modeling, coaching and prompting.

Reading

The Third Grade Experience

Students entering third grade are adept at retelling stories, recounting and explaining the information they acquire through reading. Those skills can be harnessed to support students as they progress through third grade and learn to think more deeply as they read more and more complex texts. Over the course of the year, students should have many opportunities to practice as the skills they learn elevate as the complexity of the text they are reading increases. This elevation is discrete, nuanced and often tied directly to the complexity of texts read. For instance, a third grader will learn how to describe character traits and their motivations in the beginning of the year. As the characters in books students encounter become more complex so does this skill. Third graders will need to practice this skill over the course of the year with texts that are more and more complex to reach the expectations outlined in the third-grade standards by the end of year.

In the beginning of third grade, it will be vital to refine and reinforce a student’s ability to identify the main topic and central idea of a text through the use of key details. As the level of text complexity increases, third graders will need to master a deeper level of interpretation. A student in the third grade will need to explain and elaborate on their thinking and process for determining the theme and central idea of texts. Since reading and writing are intertwined, teaching a student to write about reading is a crucial component of literacy development. At the beginning of third grade, it will be vital to teach, model and demonstrate how to use writing about reading to deepen one’s comprehension.

In third grade, a student will also need to transition into more complex thinking about word choice. While a student will be versed in explaining how the use of words appeal to a reader’s senses, they now begin to examine word choice on a deeper level. Now, they start critically examining strategies determine the meaning of unknown words. In the beginning of third grade, modeling the use of context clues to solve the meaning of unknown words during shared experiences will be crucial for supporting the student to make that leap and supporting the connection between language, vocabulary and literacy development.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should teach protocols and routines for students to listen, talk, and write about text as well. This helps students develop Lifelong Practices of Readers and sets the stage for knowledge building. As you prepare and engage students in a blended learning environment, consider teaching into the structures and routines they will need to be successful learners, examples of which are outlined in the “pedagogical practices” column below.

	<p>Special Note for Blended and Remote Instruction Explicit, direct instruction utilizing a gradual release of responsibility model (Modeling: I do; Guided Practice: We do; Independent Practice: You do) is a highly validated research-based pedagogical approach that should be part of every teacher’s repertoire. Active engagement with students is particularly important during the Modeling: I do and Guided Practice: You do phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously. This article, 4 Tips for Getting to Know the Blended Instructional Model, will support you in establishing routines and structures for blended and remote settings.</p> <p>Using this Learning Map Below you will find the teaching and learning experiences that most third-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons in your curriculum should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade and the impact this has across grades vertically.</p>	
	<p>What will the learning look like? <i>In the beginning of the year, third graders have teaching experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Reading Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These reading behaviors should be explicitly taught and modeled in</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Select and choose text independently to engage reading for sustained periods of time. • Select and read literary and informational text that reflect interests and grade-appropriate content. • Actively listen and respond to read alouds. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Cultivate a culture of independent reading through the set-up routines and structure to support choice of book selection and sustained time for reading. <ul style="list-style-type: none"> ○ Establish a set time for daily independent reading. ○ Provide direct instruction for teaching routines and structures to students. ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. ○ For additional guidance for how to establish routines and structures, see Reading with Power and Passion: Resources to Support Independent Reading • Utilize text sets that offer rich, diverse and authentic text to enhance the teaching and learning of content and foster affinities of students. <ul style="list-style-type: none"> ○ Engage students in daily read-alouds to ensure they are getting exposure to a balance of complex text. ○ For tips on delivering virtual read alouds, see 7 Tech Tips for Your Next Read-Aloud • Set purpose for reading before, attending to comprehension during and summarizing or retelling after reading in order to:

<p><i>the beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong reading.</i></p>	<ul style="list-style-type: none"> ● Recall, retell or summarize key ideas in text and support with text evidence. ● Monitor for meaning when reading by: <ul style="list-style-type: none"> ○ Employing previously taught strategies for reading comprehension. ○ Using discussion and writing opportunities to track and monitor reading comprehension. ○ Use writing about reading to track and monitor comprehension of text. ● Monitor and employ previously taught: <ul style="list-style-type: none"> ○ Self-correction for reading accuracy. ○ Word attack skills and decoding skills independently. ○ Strategies for overcoming distractions while reading. ● Identify reading goals and work towards meeting those goals independently and with support from teachers. ● Listen to partners read and practice fluency. 	<ul style="list-style-type: none"> ○ Access prior knowledge ○ Build background knowledge ○ Make connections ○ Have students employ previously learning skills. ● Teach reading comprehension strategies through explicit, direct instruction and monitor student use. ● Design, adapt, and support access to instructional scaffolds so all students can engage with grade-level texts, rather than restricting students to texts at lower reading levels (see Scaffolding Instruction for MLLs/ELLs). ● Provide time for students to write about their reading to support meaning making of text. <ul style="list-style-type: none"> ○ For additional guidance with implementing writing about reading in a blended learning environment see, Interactive Reading For The Google Classroom. ● Work with student to co-create reading goals and coach students towards meeting their goals. ● Provide ample time and opportunity for students to engage with partners and as a community around text being read as a class and independently. <ul style="list-style-type: none"> ○ Use Padlet to post questions, make categories and invite students to respond, keep a running record of reading materials, encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other.
<p>Reading Development</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 3R1, 3R2, 3R4 & 3R7/8</i></p>	<p>Students are provided with opportunities to:</p> <p>Develop and answer questions to locate relevant and specific details in a text</p> <ul style="list-style-type: none"> ● Use the cover, blurbs, chapter titles and/or available text features before reading to generate questions about a text. ● Think about features of a text to help come up with questions while reading. ● Identify aspects of a text that are confusing to develop questions. ● Engage in conversations with peers to share about the most important parts of a text. ● Use writing to record questions and wonderings while reading. 	<p>Teachers may:</p> <p>Develop and answer questions to locate relevant and specific details in a text</p> <ul style="list-style-type: none"> ● Engage students in shared reading activities to provide guided practice with immediate and affirmative feedback on using features of a text to develop questions before reading. ● Explicitly teach student how to use of questions to monitor and track literal and inferential comprehension. (See Check for Understanding of a Text by Answering Questions sample lesson) ● Ask students to think of about questions they still have after reading a text. ● Coach and prompt students to ask each other questions while sharing information about a text. <ul style="list-style-type: none"> ○ Use the “raise hand” feature to prompt turn taking using video conferencing tools. ● Explicitly teach students to write and record questions about a text; Demonstrate how to write to capture answers to text-based questions and wonderings; Provide students with opportunities for guided practice with immediate and affirmative feedback.

Use relevant details to support comprehension (literal and Inferential)

- Write about their reading by including relevant details from the text.

Literary

- Refer to details from the text to elaborate on the motivations of a character.
- Use details from the text when describing characters.

Informational

- Use section headings to help come up with questions about the text.
- Identify important and relevant details and facts.

Determine a theme or central idea

Literary

- Tell what a story is mostly about and use key details to elaborate while sharing their thinking.
- Engage in whole group discussion about the lesson learned by a character in a text.
- Engage in discussions to share key details that help them understand the lesson learned by a character.

Informational

- Share and/or discuss text to determine the main topic of a text.
- Use details to identify the main topic of that text.
- Engage in whole group discussion about what a text is mostly about and what the text is trying to teach about that topic.

Summarize portions of a text the key supporting details and ideas

- Accurately retell favorite stories or recount information from texts.
- Remember and restate:
 - The major events that lead to the ending of a literary text.

Use relevant details to support comprehension (literal and Inferential)

- Explicitly teach students to write about their reading to track and monitor comprehension.

Literary

- Engage students in read alouds and model using details to describe characters and their motivations; Have students engage in guided practice; (See [Visualize a text while reading](#), an instructional video)

Informational

- Engage in shared reading activities to provide scaffolded support to students with citing relevant details from a text; Model this for students (I do) and have them engage in guided practice (We do) before moving to independent practice (You do).

Determine a theme or central idea

Literary

- Use read aloud opportunities to model identifying themes within a text.
- Provide direct and explicit instruction to teach students how to use character change across a text to identify lessons learned; Give students opportunities to practice and receive feedback.
- Engage students in discussions about the mistakes of a character to identify the lessons learned.
 - Use the “raise hand” feature to support discourse during video conferencing.
 - Use [Flipgrid](#) to invite students to response to each other.
- Model keeping record of the themes presented in books read as a class.
 - Use [Padlet](#) to keep a running record of themes while reading.

Informational

- Use read aloud opportunities to model identifying the author’s purpose within a text. (See, [Determine the author’s purpose](#), sample lesson.)
- Model chunking portions of text as a strategy for determine the central idea of a text; Have students practice and receive feedback before trying this independently.
- Demonstrate through modeling use of writing about reading to track details to determine the central idea; Have student practice and receive feedback before trying this independently.
 - Use [Padlet](#) to track details while reading.

Summarize portions of a text the key supporting details and ideas

- *Literary*: Provide students opportunities to retell favorite stories and offer book recommendations.
- *Informational*: Engage students in activities that provide opportunities to recount information acquired from a text.
 - Have students create short videos where they recommend their favorite books or recount info to share with each other.

	<ul style="list-style-type: none"> ○ key details gathered from an informational text ● Engage in discussions to share: <ul style="list-style-type: none"> ○ The most important parts of a major event in a literary text. ○ Key details from sections of text. ● Remember and restate the major events that lead to the ending of a text. <p>Determine the meaning of words, phrases and figurative language</p> <ul style="list-style-type: none"> ● Practice using words and phrases from the text to describe information from informational text. ● Recognize and identify idioms and puns in text. ● Identify when they encounter an unknown word while they are reading. ● Employ previously learned and newly acquired strategies for making meaning of unknown words. 	<ul style="list-style-type: none"> ● Model “after reading” habits and behaviors that include summarizing portions of a text. <ul style="list-style-type: none"> ○ Make short videos that students can return to while practicing independently. ○ Have students create short videos to share with their partner. ● Coach and prompt students to use questions while they retell and summarize a text. <ul style="list-style-type: none"> ○ Use Padlet to post questions. ● Engage student in shared writing experiences that allow them to contribute summarizing chapters of familiar literary texts or sections of informational texts. (See Taking notes to summarize information sample lesson) <ul style="list-style-type: none"> ○ Use a digital white board or shared document. <p>Determine the meaning of words, phrases, figurative language</p> <ul style="list-style-type: none"> ● Coach and prompt students to use sensory details when elaborating to on information about a text. (See Determine the meaning of words using text and text features, an instructional video) ● Engage students in close reading activities to demonstrate using the context of the text to gather the “gist” of an unknown word. ● Model noticing unknown words while reading and use of context to determine the meaning; Have students practice and provide them with feedback. ● For additional guidance on implementing contextualized vocabulary instruction, see Word Work Word Play: A Practice Guide for Vocabulary instruction in K-12 Classrooms.
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Writing	<p>The Third Grade Experience (Adapted from NYC DOE Educating Powerful Writers)</p> <p>No matter what grade students are in, creating a culture of writing is essential as it allows students to share their stories, thoughts, responses, and opinions when intentionality orchestrated by informed, caring teachers. This starts with knowing students well by valuing and honoring what each student’s culture, interest and diverse background bring into the classroom, a key element of returning to school in the fall. A class with a supportive and nurturing culture is a place where teachers model and show students how to respect and care for each other. As teachers develop a community of writers, students will be asked to share their closely held stories and ideas, which requires a safe and supportive environment. While teachers will want all students to have an appreciation for writing as well as the knowledge and skills to write effectively, it is important to get to know students as writers first as the school year begins. This means that before teaching any writing at all, teachers should learn about their students, their history as writers, whether they love or hate writing, and whether they think they are good writers or not. While observing students and talking with them will yield much useful information, a simple survey done in the beginning of the year can also provide the teacher with essential information about students and their attitudes toward writing.</p> <p>In classes where there is culture of writing, all students know that they are capable of mastering writing, even though it is a complex skill. When there is a community of writers, students feel competent and able to write well, if not at the present moment, then certainly in the very near future. Teachers reinforce a growth mindset so that students understand the role that sustained effort and practice can play in improving achievement. It’s important to establish some systems and structures so that the students feel that the teacher cares about them and their progress as writers. Students enter third grade with knowledge of the writing process to write narratives, opinions, informative/expository texts, poetic pieces, and responses to literature. In the beginning of the year, teachers can capitalize on this knowledge as they establish these systems and structures that enable students to grow as writers and engage in the writing process whenever writing.</p>
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Over the course of the year, the focus of writing instruction should encompass a process that students use to create writing products. When teaching writing, instructional focus must not be on what is produced but rather how writing pieces are produced and making the teaching of writing transparent. Teachers of writing teach the “how” of writing and to unpack all the messy details that lead from an initial idea to a finished piece. As we teach writing as process, teachers need to provide students with explicit instruction that guides them through each phase and establish systems and structures that support this. While writing pieces across various genres, students engage in the phases of the writing process outlined below, which are recursive and support students in learning the “how” of writing as they write following this process throughout the year.

- REHEARSING: Ways to find ideas for writing and prepare to draft
- DRAFTING: Writing a first draft
- REVISING: Improving writing through elaboration
- EDITING: Edit writing for mechanics, usage and punctuation
- PUBLISHING: Create a final piece; Celebrate and share it with others in authentic ways

Throughout the year, teachers can cultivate writing use mentor and model texts that reflect the diversity of their classrooms, knowing how important it is for students to see and hear stories about people like themselves. When students can identify with characters and stories that reflect some aspect of their own lives, personal and cultural knowledge and experience, they are more deeply engaged and can build on their life experiences to make connections to the wider world. Reading plays a critical role in writing and can actually help students become better writers. This is because wide reading exposes students to many authors’ use of language, style, characters, and dialogue that can serve as models and inspiration for students’ own writing. As students read different genres across the year, they begin to understand the structures, recognize patterns in organization and development, and become familiar with typical devices used in the genre. When they try their hand at writing in the same genre, they can apply all that they know as they make decisions about structure, content, and style. In addition to students reading texts in order to inform their own writing, writing can also inform their reading. In fact, many of the most common literary devices and concepts can be introduced first through writing, as can the notion of analyzing characters’ actions and words to determine their traits. For example, students can learn to write actions that reveal the kind of person their character is. A mean-spirited character might pinch people, while a shy character might scrunch down in his desk behind a taller student so that the teacher doesn’t see him and call on him to speak in front of the class. Once students know how to use actions and dialogue to reveal the characters they have created, they are then better able to identify these moves in the texts they read, and then analyze and determine how characters are revealed in the writings of professional authors. This dual practice can serve to accelerate mastery with both reading and writing skills.

In addition, it is integral for students to actively engage in a knowledge-building process in which a student immerses themselves in meaning-making experiences through reading, writing, listening, and speaking about a text or topic. As a result, although text (in its multiple forms) is at the center of the process, teachers should start to introduce protocols and routines for students to listen, talk, and write. This too will enable the development of the Lifelong Practices of Writers.

Special Note for Blended and Remote Instruction

Explicit and systematic instruction, where teachers might model a step-by-step demonstration of a strategy while verbalizing their thinking at each step or summarize texts read and engage in collaborative writing, where teachers work together with students to plan, draft, revise, and edit their compositions, are two highly validated research-based pedagogical approaches that should be part of every teacher’s repertoire as they teach writing. These components of a lesson are best suited for synchronous instruction so that the teacher can interact with students. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to try out new skills in their writing. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

	<p>Using this Learning Map</p> <p>Below you will find the teaching and learning experiences that most third-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.</p> <p>Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum. As you examine your curriculum for the presence and teaching of these types of writing, some questions to consider are:</p> <ul style="list-style-type: none"> • Does your curriculum teach all three types of writing (narrative, opinion and informational)? <ul style="list-style-type: none"> ○ If your curriculum does not teach one of these types of writing, what supplemental programs does your school use to ensure this type of writing is taught so students reach the expectations outlined in the standards for each? • When is each type of writing taught? • When taught, do students have the learning experiences identified? <p>Please note, each genre of writing (informative/explanatory, argument and narrative) is outlined below however it is not expected that all three genres of writing are taught from September to November. This learning map simply outlines the learning experiences that occur within each genre if taught in your curriculum during this timeframe.</p>	
	<p>What will the learning look like?</p> <p><i>In the beginning of the year, third graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this?</p> <p><i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Writing Behaviors and Habits</p> <p><i>The teaching and learning reflected here is connected to the Lifelong Practices of Readers and Writers. These writing behaviors should be explicitly taught and modeled in the</i></p>	<p>Students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read a variety of diverse texts that represent narrative, informative/explanatory and argument writing to serve as mentor texts for writing. • Try out techniques observed in mentor texts. • Write routinely over sustained periods of time that gradually increase. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Choose authentic texts that are reflective of students’ rich cultures and backgrounds to serve as mentors and teach various structures. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Have students discuss author’s craft across various kinds of writing. <ul style="list-style-type: none"> ○ Use the “raise hand feature” to promote discussion using video conferencing platforms. ○ Use Padlet to post questions and invite students to respond and encourage discussions and conversations. ○ Use Flipgrid to invite students to response to each other. • Explicitly teach students through modeling and the use of think aloud how to try out techniques from mentor texts. • Create systems and structures that give students extended periods of time to write daily.

beginning of the year. Teachers should monitor student learning around these lifelong practices and provide students with feedback so these behaviors become habits for lifelong writing.

- Write across a variety of genres (narrative, informative/explanatory and argument) for specific purposes.
- Collaborate with classmates to write together.
- Write to share stories and ideas and about topics that are interesting to them, relevant to their lives and meaningful.
- Use writing to respond to texts, author, theme or personal experience through poems, plays, stories, art work, etc.
- Write in response to writing prompts (e.g, quick write or on demand) so that teachers can assess writing skills students already have.

The Writing Process

- Use the writing process with an understanding that all parts of the writing process can happen at any time while writing a piece.

- Explicitly teach students through modeling and the use of think aloud how to carry out the various steps for writing each type of genre.
- Create charts or checklist for each genre students can refer to as they are writing; Follow [these directions](#) to use Flipgrid to make digital charts.
- Provide students with a constricted choice (students will write in a specific genre but then are given choice about what they will write about within that genre).
- Co-construct a portion of a writing with students; Guide students in practicing trying out new skills and writing techniques together; Offer immediate and affirmative feedback.
 - Try this [book builder](#) to create digital writing.
 - Use shared documents or Google Suite tools like [Jamboard](#).
 - Use [Writing.Com: Where the Writers Go](#), a collection of prewritten beginnings of stories, where students can choose the direction of the story and write final chapters!
- Establish writing partnerships.
 - Establish remote writing partnerships; Encourage students to video conference their writing partner and/or create short videos where they share their writing with their partner and others.
- Create a community of writers, where students feel safe to share their stories and personal experiences; Give students the opportunity to share stories and ideas and discuss topics that are interesting to them, relevant to their lives and meaningful as springboards for writing.
 - Give students opportunities to share during live sessions; Promote turn taking and discussion using video conferencing features like the “raise hand” feature or chat.
 - Have students record short videos to share with peers and others.
- Give students choices for writing and ways to respond to texts and experiences creatively; Expose students to poems, plays, artwork, etc.
 - Check out this [interactive website](#) that helps students learn poetry.
- Engage students in discussion that activate prior knowledge about topics and previously learning writing skills and techniques prior to writing in response to a prompt (e.g., quick write or on demand).
 - Video conference with students as they complete their quick writes or on demand pieces; Have students use interactive tools like [Jamboard](#).

The Writing Process

- Explicitly teach students about the writing process; Model that the writing process it recursive and not linear; E.g., You might return to drafting and brainstorming ideas after you revise.
- Provide student with tools (e.g., checklists) to self-monitor as they move through the writing process; Model the use of these tools for students; Monitor and reinforce student use.
 - Create a digital checklist that students can use as they engage in the writing process; Use [Google Keep](#) to share it with students.
- Establish writing partnerships so students can work together to plan, draft, revise, and edit their compositions.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Brainstorm ideas for writing by making lists or completing graphic organizers.

- Reading other writers for inspiration.

- Explore interesting topics or ideas that are meaningful and relevant.

- Re-read their own pieces for topics or ideas to explore further.

- Create a writing plans like outlines or graphic organizers.

- Gather needed information needed to write.

REHEARSING: FINDING IDEAS AND PREPARING TO DRAFT

- Create remote writing partnerships; Encourage students to video conference with or send videos to their remote writing partner.
- Brainstorm ideas for writing together with students; co-construct lists or complete graphic organizers that document ideas for writing; Use [this resource](#) to create digital concept maps.
- Model brainstorming ideas and writing out those ideas into blurbs that can be stretched out; Use a shared document or interactive tools like [Jamboard](#).
- Have students discuss their ideas for writing with each other;
 - Use [Padlet](#) to post questions, invite students to respond, keep a running record of ideas for writing, encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.
 - Encourage remote writing partners to video conference each other or create short videos to share ideas.
- Give students choice to selecting meaningful, relevant and interesting topics to write about.
- Immerse students in mentor texts with authentic writing examples that reflective their diverse cultures, background and experiences; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).
- Model through use of a think aloud brainstorming topics or ideas that you would like to learn more about; Have students try this out as a class or with a partner.
 - Use the “raise hand” feature or chat to promote discussions during video conferencing.
 - Have students create short videos to share with their remote writing partner.
- Co-create a chart of interesting topics or ideas the class would like to explore and write about; Have students create their own charts in their writing notebook; Try using this [resource for digital concept maps](#).
- Model through use of a think aloud how to choose topics or ideas for writing; Show students how you might return to texts read and information gathered in your writing notebook to help you make the decision.
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Have students maintain a writing notebook for generating, capturing, and drafting ideas; Have students return to their writing notebook for topics and ideas to explore further in upcoming pieces;
 - Create digital writing notebooks for students; Read [this article](#) to find out more about digital writing notebooks.
- Explicitly teach students how to create writing plans using outlines and graphic organizers; Have students practice together and provide them with immediate, affirmative feedback.
 - Use digital tools like shared documents, PowerPoint Charts, applications or [this resource for digital concept maps](#).
- Engage students with multiple texts about the same topic or theme as a way to gather information and ideas to write about while building knowledge; Utilize accessible digital collections such as [Sora](#), [Epic!](#), [Lit2Go](#), [MyOn](#).

- Write several flash drafts of possible story ideas.

DRAFTING

- Use a writing plans and other supporting information organized or gathered to draft writing pieces.

REVISING

- Elaborate on the most critical elements for each genre of writing.

- Revisit word usage.

- Incorporate feedback from the teacher and peers.

EDITING

- Evaluate the quality of their sentences.
- Check grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.

PUBLISHING

- Incorporate revisions and edits into one neat, final copy of their writing.
- Share their writing with well-chosen audiences.

- Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like [Jamboard](#).

DRAFTING

- Explicitly teach and model how students can use information organized and gathered during the rehearsal stage to begin writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct drafts of writing with students; Use a think aloud to tell students about your thought process for drafting.
- Have students share their drafts with a partner for feedback; Provide students with sentence starters to support the conversation, as needed; Have students use charts or checklists about the specific writing genre when giving feedback.
 - Have students review each other's drafts and provide feedback electronically.
 - Have students create short videos detailing the feedback they have for their partner.
 - Use [Padlet](#) to invite students to respond and encourage discussions and conversations.
 - Use [Flipgrid](#) to invite students to response to each other.

REVISING

- Refer to charts and/or checklist for a particular genre when modeling the revision process for students; Follow [these directions](#) to use Flipgrid to make digital charts.
- Explicitly model how to select a part of writing for revision using a demo text; Use a think aloud to illustrate why you made this decision; Have students practice with a partner; Provide students with immediate and affirmative feedback.
- Explicitly model revising work by adding critical elements for the genre to writing on a demo text; Use a think aloud to illustrate how particular parts are being revised.
- Explicitly teach students the importance of word usage; E.g., you might ask, “Did you use linking words to connect ideas?”
- Refer to charts and/or checklist during conferences with students to discuss their writing and work together to develop a plan for revision; Use [Google Keep](#) to share digital checklists with students.

EDITING

- Explicitly teach students through modeling how to evaluate the quality of their sentences; E.g., you might ask, “Did you use the right verb tense (e.g., walked, walks, will walk)?”
- Explicitly teach strategies for checking grammar, spelling, and punctuation, as well as correcting any mistakes in the piece.
- Give students editing checklists; Use [Google Keep](#) to share digital checklists with students.
- Have students edit each other’s work.

PUBLISHING

- Explicitly model how to prepare a neat, final copy of their writing with a demo text; Use a think aloud to illustrate your thinking and decision making; Use a shared document or interactive tools like [Jamboard](#).
- Provide avenues for students to publish their work via online forums, a google classroom, webpage, etc.
- Create opportunities for students to share their writing with a well-chosen audience.

	<ul style="list-style-type: none"> • Receive feedback on their writing from audiences. • Reflect on their writing and consider new writing challenges or areas for growth. 	<ul style="list-style-type: none"> ○ Have students record short videos where they share their writing; Have them share videos with peers and family members. • Create sentence starters or checklists an audience can use to guide their feedback. • Give students opportunities to reflect on their writing and create writing goals; Set up a digital reflection journal or exit tickets. Read this article to learn more.
<p>Informative/ Explanatory</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 3W2 & 3W7/8</i></p> <p><i>These learning experiences are only expected if informative/ explanatory writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Read multiple informational texts in diverse forms (books, articles, blogs, etc.) about the same topic. • Gather information such as facts, definition and details about a topic. • Group and organize related information together from different sources. • Write short summaries of texts read about a topic by including facts and details. • Write short pieces of writing like flash drafts to try out introducing a topic. • Create a writing plans by thinking about the best order to present information. • Write informative/explanatory texts about a topic using relevant information. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> • Immerse students in the genre by offering a variety of informational texts and eBooks to serve as mentors for this type of writing and support them in gathering facts and information about a topic; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ○ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss information read and text features through an instructional read aloud to introduce mentor texts; You might choose an informative text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. • Use mentor texts to explicitly teach features of an informative text; Give students the opportunity to practice determining features together; Chart features of informative texts and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. • Explicitly teach students how to gather facts, definitions and details about topics from various texts; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this resource for digital concept maps. • Explicitly teach students how to group and organize related information; Provide students with tools like graphic organizers to use; Explicitly teach students how to use the tools; Try using this resource for digital concept maps. • Explicitly teach students how to summarize texts through model; Have students practice this together and offer immediate feedback; Use a shared document or interactive tools like Jamboard. • Practice summarizing information utilizing a procedure such as Generating Interactions between Schemata and Texts (GIST) • Use a think aloud to share your thinking and decision-making process with students; Use a shared document or interactive tools like Jamboard. • Explicitly model using a think aloud how you might best order information; Have students practice this with a partner and offer immediate feedback; Use a shared document or interactive tools like Jamboard. • Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this resource for digital concept maps. • Explicitly teach through modeling with a teacher demo text how to write an informative/explanatory piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard.

	<ul style="list-style-type: none"> • Include content-specific language when writing about topics. • Begin to use linking words and phrases to connect ideas. • Try out different ways to write a closing statement or section. • Revise by adding facts, definitions, details, and more precise language. 	<ul style="list-style-type: none"> • Co-construct pieces of informative/explanatory writing with students; Coach and guide students in making decisions about what information to include Use a shared document or interactive tools like Jamboard. • Provide examples various text structures and features of informative pieces using mentor and demo texts; Choose one text structure and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. • Explicitly teach students to incorporate visuals, chart, etc. Into their writing. • Explicitly teach students how to include content-specific language and linking words/phrases when writing about topics; Have students practice this together and offer feedback. • Model writing conclusions; Use a think aloud to share your thought process about how to write a closing statement or section; Try using revisiting language from the introduction and teaching students how to make statements about why this information is relevant and important; Use a shared document or interactive tools like Jamboard. • Explicitly teach and model revising writing using a demo text by adding facts, definitions, details and precise language; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like Jamboard. • Model revisiting notes and texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Argument</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 3W1 & 3W7/8</i></p> <p><i>These learning experiences are only expected if argument writing is taught during this timeframe.</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> • Understand the difference between opinion and argument writing. • Read arguments and identify the features of argument writing like claims supported by details. • Form claims about topics based on information gleaned from texts read. • Gather information such as facts, definition and details about selected topics for arguments. 	<p>Teachers may:</p> <ul style="list-style-type: none"> • Explicitly teach students how argument writing builds from opinion and persuasive writing; Closely examine the distinctions between opinion and argument writing with students. • Immerse students in the genre by offering a variety of arguments to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and meaningful to students. <ul style="list-style-type: none"> ◦ Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. • Stop to discuss features of argument writing through an instructional read aloud to introduce mentor texts; You might choose a text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. • Use mentor texts to explicitly teach features of arguments; Give students the opportunity to practice determining features together; Chart features of arguments and add to this chart as you explore more texts; Follow these directions to use Flipgrid to make digital charts. • Explicitly teach students how to form claims about topics using information from texts read; Model exploring your writing notebook to gather information; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations. • Offer students options like graphic organizers or concept maps, for organizing information; Explicitly teach students how to use these tools and monitor student use; Try using this resource for digital concept maps.

	<ul style="list-style-type: none"> Organize information gathered about topics to support a claim. Create a writing plans by thinking about a logical order to present information. Write short pieces of writing like flash drafts to introduce a claim with a few details and reasons. Write arguments with reasons and relevant evidence. <ul style="list-style-type: none"> Include content-specific language when writing about topics. Begin to use linking words and phrases to connect ideas. Try out different ways to write a closing statement or section. Revise by adding reasons and more precise language and re-organizing evidence. 	<ul style="list-style-type: none"> Explicitly teach students through modeling how information gathered should be organized to support claims; Have students practice together and offer feedback; Provide options for students to represent their thinking using digital concept maps. Explicitly teach students through modeling how to logically order and present information; Have students practice together and offer feedback; Provide options for students to organize their thinking using digital tools like PowerPoint Charts or this resource for digital concept maps. Explicitly model how students might compose a flash draft; Use a think aloud to illustrate thinking to students; Use a shared document or interactive tools like Jamboard. Explicitly teach through modeling with a teacher demo text how to write arguments; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like Jamboard. Co-construct arguments with students; Coach and guide students in making decisions about which reasons and what evidence to include; Use a shared document or interactive tools like Jamboard. Provide examples various features in argument writing using mentor and demo texts; Choose one feature and explicitly teach students how to try it out in a teacher crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like Jamboard. Explicitly teach through modeling and use of a think aloud to discuss word choice when writing; Have students practice including content-specific language or linking words/phrases to connect ideas after teacher modeling; Use a shared document or interactive tools like Jamboard. Model writing conclusions; Use a think aloud to share your thought process; Use a shared document or interactive tools like Jamboard. Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher’s digital writing notebook to use for student demonstrations.
<p>Narrative</p> <p><i>The teaching and learning reflected here is connected to Priority Learning Standards 3W3</i></p> <p><i>These learning experiences are only expected if narrative writing is</i></p>	<p>Following the writing process, students are provided with opportunities to:</p> <ul style="list-style-type: none"> Engage with multiple narrative literary texts that reflect the diverse cultures and backgrounds of students to study effective narrative techniques. Use literary texts as mentors to create narratives that are real or imagined. Share closely held stories and ideas familiar experiences to gather ideas for writing narratives. 	<p>Following the writing process, teachers may:</p> <ul style="list-style-type: none"> Immerse students in the genre by offering a variety of literary texts and eBooks to serve as mentors for this type of writing; Select texts in various forms that are interesting, engaging and reflect students’ rich cultures and backgrounds. <ul style="list-style-type: none"> Utilize accessible digital collections such as Sora, Epic!, Lit2Go, MyOn. Stop to discuss part of literary texts through an instructional read aloud to introduce mentor texts; You might choose a literary text that students are already familiar with so time can be spent examining the writer’s craft rather than comprehension; Use interactive tools like Jamboard to enhance discussions. Use mentor texts to explicitly teach narrative technique; Give students an opportunity to discuss different narrative techniques; Chart narrative techniques and add to this chart as you explore more mentor texts; Follow these directions to use Flipgrid to make digital charts. Give students the opportunity to share through discussions; Use the “raise hand” and chat features during video conferencing; Have students record short videos where they share their stories.

*taught during this
timeframe.*

- Plan for writing by brainstorming a situation and characters and/or narrator for narrative writing.
- Plan for writing by mapping out a sequence of events in their story.
- Plan for writing by brainstorming characters' actions, thoughts, and feelings about a situation.
- Write short pieces of writing like flash drafts introducing the narrator and/or characters and the situation.
- Write short pieces of writing like flash drafts that show characters' actions, thoughts, and feelings about a situation.
- Write narrative stories about real or imagined events.
- Try out techniques from mentor texts in writing.
- Include temporal words to signal the order of events in stories.
- Try out different conclusions for stories.
- Revise by adding descriptive details about the thoughts, actions and feelings of characters.
- Provide students with graphic organizers and process charts to support planning; Explicitly teach students how to use of these tools and monitor student use; Try using this [resource for digital concept maps](#).
- Explicitly teach students through modeling how to brainstorm situation and characters/narrators; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students how to map out sequence of events in a story using a demo texts; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to brainstorm characters' actions, thoughts and feelings in a situation; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to introduce a situation and characters/narrators; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach students through modeling how to create quick drafts of parts of a story that demonstrate characters' actions, thoughts and feelings in a situation; Use a think aloud to make your thought process visible to students; Give students an opportunity to practice and provide feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach through modeling with a teacher demo text how to write a narrative piece; Use a think aloud to making thinking visible and explain choices for writing; Use a shared document or interactive tools like [Jamboard](#).
- Co-construct pieces of narrative writing with students; Coach and guide students in making decisions about narrative techniques; Use a shared document or interactive tools like [Jamboard](#).
- Provide examples of various narrative techniques using mentor and demo texts; Choose one narrative technique and explicitly teach students how to try it out in a teacher-crafted piece; Have students practice together and offer feedback; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach and model how to use temporal words to signal the order of events in stories; Use a shared document or interactive tools like [Jamboard](#).
- Model writing conclusions; Use a think aloud to share your thought process; Use a shared document or interactive tools like [Jamboard](#).
- Explicitly teach and model revising writing using a demo text by adding descriptive details about characters' thoughts, actions and feelings about situations; Use a think aloud to share your thought process with students; Use a shared document or interactive tools like [Jamboard](#).
- Model revisiting notes and mentor texts from the rehearsal phase to revise writing; Have students practice this together and provide feedback; Create a teacher's [digital writing notebook](#) to use for student demonstrations.

The Third Grade Experience

Ideally, third graders enter the year with fully developed phonemic awareness and phonics knowledge that allows them to decode and read most of the words that they will come across in grade-level text. As third graders continue to hone their word-reading capabilities, they cultivate more meaning-based skills to build language and knowledge around content. As a result, students now immerse themselves with complex text that focuses more around language and knowledge development rather than text to build code-based skills (i.e. word reading accuracy and fluency) (NYSED, 2017). Starting in third grade, students also start to distinguish between conversational language and academic language in speaking and writing.

It is important to note that vocabulary and language development are inextricably linked to reading, writing, listening, and speaking with others. Although this section delineates the experiences and practices of language development and vocabulary, it also highlights how a student will experience—and how teachers can practice—an interconnected classroom environment that utilizes all the modalities to develop content knowledge and meaning making. Thus, the statements (listed below) not only showcase the specific skills cultivated by teaching and learning, but they also exemplify how those skills can be used within a knowledge-building process -- a cornerstone for lifelong learning.

As you read about these experiences and practices, think about the reading and writing sections of this document and answer the following question:

- How can I link these practices to reading, writing, listening, and speaking activities within a unit of study or lesson?
- What routines and structures can I cultivate in an effort to leverage language and vocabulary development throughout cross-content instructional opportunities?

Special Note for Blended and Remote Instruction

Explicit, direct instruction utilizing a gradual release of responsibility model (**Modeling: I do; Guided Practice: We do; Independent Practice: You do**) is a highly validated research-based pedagogical approach that should be part of every teacher's repertoire. Active engagement with students is particularly important during the **Modeling: I do** and **Guided Practice: You do** phases. Active engagement constitutes the interaction between the teacher and student and serves as a critical feature of high-quality instruction. One might argue without active engagement and the exchange between teacher and student, there is no teaching. For this reason, these components of a lesson are best suited for synchronous instruction so that the teacher can interact with students by asking questions, eliciting responses, discussing prior knowledge and offer students with affirmative and immediate feedback to correct any misconceptions before students go off to independently practice. Asynchronous learning activities, tasks and projects should reinforce instruction that occurs synchronously as students work independently to practice new skills and reinforce new learning. Throughout this document, you find ideas and resources that support blended and remote instruction both synchronously and asynchronously.

Using this Learning Map

Below you will find the teaching and learning experiences that most third-grade students should have from September to November. There is also a list of high-leverage and research-based instructional practices that can be implemented to support students as they engage in learning to develop these skills. This is not meant to provide an exhaustive list of pedagogical practices; instead, it is meant to capture a collection of well-rounded practices one might incorporate into the instructional design of daily lessons that fit within a given curriculum. You will notice that the pedagogical practices detailed below often correlate to the learning experiences in the left-hand column and intended to create access to the kinds of teaching and learning experiences students will have.

Since curriculum is typically carefully and intentionally designed, lessons should be followed in the order they appear and not be taken out of sequence, skipped or moved around unless there are considerations about how this might change the learning progression for students across the grade as well as the impact this has across grades vertically. You will notice learning experiences related to informational, narrative and opinion writing are outlined below. These learning experiences will be highly connected to when each is taught in your curriculum.

	<p>What will the learning look like? <i>In the beginning of the year, third graders have experiences that support the learning below.</i></p>	<p>What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i></p>
<p>Make meaning from grammar, conventions, and vocabulary words through speaking, listening, and writing</p> <p><i>The teaching and learning reflected here is connected to</i> Priority Learning Standards 3L1, 3L2, 3L4, 3L6</p>	<p>Students are provided with the opportunity to:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Gain command of simple sentences and start constructing compound sentences. Study the differences between complete sentences and fragments (subject and predicate), by seeing that a complete thought has a subject (noun), an action (verb), and an object. Gain understanding of the use of punctuation, more specifically the use of commas. Noticing the subject (noun) of a simple sentence. Utilize their knowledge on singular and plural nouns along with verbs and verb tenses and how they relate to the meaning of a sentence. <p>Vocabulary</p> <ul style="list-style-type: none"> Study a set of words related to content or text. Understand how to find out the meaning of unknown words and see how the words fit into understanding a grade-level text. Study words that have shades or multiple meanings and their relation to a sentence, topic, or text. Have opportunities to learn Greek and Latin word roots and affixes (prefix and suffixes) and their meaning in relation to a text or topic. 	<p>Teachers may:</p> <p>Grammar and Conventions</p> <ul style="list-style-type: none"> Explicitly diagram a simple sentence that is showcased within a text by utilizing a graphic organizer separated into two sections (subject and predicate), or have students label the subject (noun), verb (action), and object (noun – who or what the action is being done to) within a pulled sentence from a text. Digitally, this can be done with students using the highlight or circle tool in google docs. Provide explicit instruction, initially, on the use of a grammar function (e.g. comma) through the deconstruction, reconstruction, and co-construction of a simple or compound sentence within a mentor text. Putting sentences into sentence frames (digitally, you can use text boxes), within google docs, is a great way for students to play around with sentence construction. Make sure you utilize a sentence from a studied text. This can also be done for activities pertaining to subject-verb agreement and recognizing the differences between a complete sentence and fragment. For a low-tech example, click here. Create authentic opportunities that promote meaningful engagement in text discussions (via Flipgrid or Padlet), making sure students employ appropriate conventions and/or grammatical structures in writing or speaking. <p>Vocabulary</p> <ul style="list-style-type: none"> Utilize a small-set of high-utility vocabulary (Lesaux, 2016) words that will be investigated throughout a unit of study. Explicitly teach vocabulary words <ul style="list-style-type: none"> Introduce a word and the meaning of a word Illustrate with examples Check students’ understanding <ul style="list-style-type: none"> Examples and non-examples; or Ask questions that require understanding of the meaning of the word in context Have students create their own examples and then share them with a partner If necessary, provide brief definitions of the targeted vocabulary words alongside the text (embedded vocabulary) Utilize strategies, such as semantic gradients, to explore the nuances, tone, and meaning of related words Use morphology (e.g. Greek and Latin Word Roots) and cognates, when and where possible, to unpack meaning of words in relation to the content by breaking up the words (p. 84 of Word Work and Word Play).

Express knowledge, language, and understanding of a text, topic, or big idea through reading, speaking, listening, and writing

The teaching and learning reflected here is connected to [Priority Learning Standards 3SL1, 3SL2/3](#)

Students are provided with the opportunity to:

- Participate in collaborative routines that allow them to read, write, and talk about texts or a big topic using evidence to synthesize, support, justify, and describe their assertions.
- Answer text-dependent questions through drawing, writing, and speaking.
- Start distinguishing academic and conversational language
- Engage in notetaking and annotation around a text.

Teachers may:

- Partake in [Collaborative Strategic Reading](#) (register and access resources for free)* In groups, students:
 - [Before Reading](#) Preview the text by identifying the topic (engage); brainstorming what they already know about the text of topic; and sets the purpose for reading.
 - [During Reading](#) Click and Clunk the text and then Get the Gist: As they read a text (or part of a text) students look for words or phrases they do not understand, and use fix up strategies to try and understand them. They, then, figure out the main idea of that part and come to an understanding of what it may mean (a “gist”).
 - [After Reading](#) Have students write questions about the text and ask them to their peers. The peers need to give an answer using evidence
 - As a whole class or in groups, the students review the most important parts of the text.
- Engage students in academic conversations around a text. Provide language stems (or sentence starters), if need be (e.g. I agree/disagree with _____ because _____). To see models, click here: [Academic Conversations](#)
- Plan for a lesson using [reader’s theatre](#) around a topic pertaining to the existing curricula.
- Listening stations in which students listen to digital recordings of their teacher reading a complex informational text aloud, then discuss the questions the teacher poses at the end of the recording;
 - Create short videos that can be posted to your google classroom.
- Utilize [reciprocal teaching](#), in which students read chunks of a given text and then take turns with various comprehension strategies such as predicting, questioning, clarifying, and summarizing.
- Implement a [Socratic Seminar](#): students craft questions about a text that will open a dialogue and move the discussion to a deeper level. During this dialogue, the goal is to have thoughtful exchanges that grow their knowledge and understanding of the topic, world, and themselves.
- Engage students in shared writing activities to model and provide practice to students with summarizing paraphrasing portions of a text.
- Provide direct and explicit instruction on how to use apps and software to ensure students are able complete multimedia presentations.
- Teach students protocols for discussions that foster growing new ideas through the exchange of knowledge.
- Engage students, across content areas, in reflective conversations about their work and learning as a way to ensure they are provided ample opportunity to grow as learners and thinkers.

The Third Grade Experience

According to the NYS Next Generation Learning Standards, instructional time in Grade 3 should focus on “developing an understanding of multiplication and division, and strategies for multiplication and division within 100; and developing an understanding of the structure of rectangular arrays and of area.” Students explore multiplication as repeated addition, equal groups, and multiplicative comparison. The use of various visual representations and models will support the development of conceptual understanding of this operation, the distributive property, and the inverse relationship between multiplication and division.

Throughout the first three months of third grade, students will typically explore, develop, and apply strategies that will support the year-long goal of developing fact fluency of all products of two, one-digit numbers. Teachers are encouraged to provide experiences to support the development of mathematical habits of mind through the Mathematical Practices, such as engaging students in discourse that supports students in looking for and making use of structure (Standards for Mathematical Practice 7) while supporting students in reasoning abstractly and quantitatively (Standards for Mathematical Practice 2).

Pedagogical practices that reflect aspects of high-quality math instruction are highlighted throughout the learning map. The suggested pedagogical practices align to [Concrete, Representation, and Abstract \(CRA\) practices](#). In grade three, the use of square tiles, rectangular arrays, bar diagrams, number lines, numerical notations are essential in supporting students develop conceptual understanding and procedural fluency.

Students with disabilities may struggle to access some mathematics concepts. Disabilities in the areas of cognitive development may impact attention, perception, visual motor, language processing, memory, reading and writing. Many of the practices outlined in this document can be used to support students’ development and retention of mathematics concepts. However, we understand that each student is unique and student needs are unique. You are encouraged to align our stated strategies with the documented needs on the student's IEP.

In addition, when considering planning instruction for MLL/ELLs, it is important to include the academic language they must acquire along with the necessary content knowledge and competencies mentioned above. Essential in this process is the provision of scaffolds and other supports MLL/ELLs need to ensure they can access the required mathematical texts, concepts and skills given their particular levels of English proficiency and prior school experiences.

Special note for blended and remote instruction:

As we move into the fall, we know that there will be a need for digital resources that support blended and remote learning to support the schools shared and inclusive digital curriculum. Linked throughout this learning map are free, digital resources that support the learning that occurs in the beginning of third grade such as 3 Act Math Tasks, virtual square tiles, number lines, and 120 boards. These digital resources may be used by teachers to improve students' experience as they interact with the content and enhance existing resources in their shared, inclusive and digital curriculum. We ask that you continue to provide ongoing opportunities for students to interact with the digital resources and tools as they practice these skills, whether in-person or remote learning setting.

Using this Learning Map

To create this learning map, the design team considered the most used curricula across the NYC DOE, enVisionmath NYC 2.0 and Eureka alongside the [Priority Learning Standards in Mathematics](#). Although this document is completely aligned to the NYS Next Generation Learning Standards (NGLS), the language used is not an exact match, but rather a description of what the learning experience from September to November of Third Grade should look like.

In addition to expected learning experiences, this learning map identifies research-validated pedagogical practices that teachers may employ to create access to rich, culturally responsive grade level content. Unlike ELA, the pedagogical practices suggested in the last column are not meant to be a one-to-one correspondence to the descriptions of learning experiences of the left column. These pedagogical practices rather link to the learning experiences students will have related to each specific mathematical domain.

Regardless of the curricular resources that a school may use, by the end of third grade, all students are expected to reach the expectations outlined in the NGLS. While using this learning map, it is important to keep in mind that the instructional sequence of one’s school curriculum is carefully and intentionally designed to maintain program fidelity. Lesson omissions or modifications of the order of the curriculum sequence should be carefully considered as it may have unintended and adverse impact on students’ current and future acquisition of mathematical competencies.

Domains <i>(bolded domains are Priority for this grade)</i>	What will the learning look like? <i>In the beginning of the year, third graders have experiences that support the learning below.</i>	What pedagogical practices can support this? <i>Practices that create access to rich, culturally responsive grade -level work include but are not limited to the examples below.</i>
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Operations and Algebraic Thinking NY-3.OA This learning is connected to Priority Learning Standards NY-3.OA.1 NY-3.OA.2 NY-3.OA.3 NY-3.OA.4 NY-3.OA.5 NY-3.OA.6 NY-3.OA.7 NY-3.OA.8	Students are provided with opportunities to: <ul style="list-style-type: none"> • Use repeated addition, visual representations such as number lines and arrays to understand the relationship between addition and multiplication and multiplication as equal groups. • Use repeated subtraction and fair sharing (equal groups) to understand division and its relationship with subtraction. • Use number relationships and patterns to develop reasoning strategies to support their recall of the basic multiplication facts (factors of 0, 1, 2, 5, 9, 10). • Use the distributive property to break apart unknown facts with factors of 3, 4, 6, 7, 8 and solve multiplication problems within 100. • Use strategies such as bar diagrams and arrays with known facts to solve multiplication problems • Use the Associative Property of Multiplication to group 3 factors and multiply • Use patterns, the relationship between multiplication and division, and known facts to find unknown multiplication and division facts. • Extend knowledge of even and odd numbers to identify multiplication patterns. • Use various strategies and representations such as skip counting and properties of operations to build fluency with multiplication and division basic facts, multiply and divide within 100. • Use multiplication and division to write and solve real world problems involving equal groups 	Teachers may: <ul style="list-style-type: none"> • Provide students with opportunities to develop academic language by listening, discussing, reading and writing about important mathematical ideas and processes. For additional support on how to orchestrate effective academic discourse in mathematics, visit the Wisconsin Center for Educational Research at University of Wisconsin-Madison. • Engage students in dot “Quick Image” routines to construct conceptual understanding of the set model of multiplication, skip counting, repeated addition, arrays. • Engage students in Number Talks, and/or Number Strings to explore strategies and models such as: <ul style="list-style-type: none"> ○ Skip counting ○ Repeated addition and subtraction ○ Partial products ○ Rectangular arrays ○ Number lines ○ Bar Diagrams • Invite students to articulate connections between: <ul style="list-style-type: none"> ○ Expressions/equations/visual models and representations ○ Various mental strategies ○ Known facts and how they may be used to solve for unknown facts • Allow students to develop fact fluency flash cards that include a ‘hint’ suggesting a known fact, or model, or first step of a mental strategy. • Virtual Math Tool- Square Tiles • Virtual Math Tool- Number Line • Virtual Math Tool- 120 Board • 3 Act Math- The Paper Cut • 3 Act Math- Fruit & Nut
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<p>Number and Base Ten Operations NY-3.NBT</p>	<p>This domain is typically not addressed at this time of the year.</p>	
<p>Number and Operations-Fractions NY-3.NF</p> <p><i>Priority Learning for this grade</i></p>	<p>This domain is typically not addressed at this time of the year.</p>	
<p>Geometry NY-3.G</p>	<p>This domain is typically not addressed at this time of the year.</p>	
<p>Measurement and Data NY-3.MD</p>	<ul style="list-style-type: none"> • Use unit squares, standard units, multiplication, to find the area of a shapes (i.e. squares and rectangles). • Use areas of rectangles to model the Distributive Property of Multiplication. • Use areas of rectangles and the distributive property of multiplication to find the area of irregular shapes 	<ul style="list-style-type: none"> • Provide students with opportunities to develop academic language by listening, discussing, reading and writing about important mathematical ideas and processes. For additional support on how to orchestrate effective academic discourse in mathematics, visit the Wisconsin Center for Educational Research at University of Wisconsin-Madison • Provide students with many hands-on opportunities to construct rectangles with square tile manipulatives. Observe, explore, discuss: <ul style="list-style-type: none"> ○ The structure of space within rectangles (rows, column, groups of, dimensions, area) ○ The composition and decomposition of space and its connection to the distributive property and partial product strategy • Virtual Math Tool- Square Tiles: <ul style="list-style-type: none"> ○ http://www.didax.com/apps/color-tiles/ ○ http://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html • Area Builder Game • 3-Act Math- Cookies

The Third Grade Experience: A Yearlong Look at Science

All students benefit from science education. Science serves as a key instructional component of a high-quality educational program and should be prioritized for instruction three to four times a week in grade 3. Science empowers students to be able to make sense of the world around them. It also helps students develop the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career, and that will help them make decisions that affect themselves, their families, and their communities.

Science learning is not about the memorization of a set of science facts, but rather about figuring out how and why things happen. Core ideas in life science, Earth science, physical science, and engineering are intentionally arranged from kindergarten through twelfth grade so that students can build their understanding over time, and see the connections between different ideas and across disciplines. To figure out these core ideas, students engage in the same practices that real scientists and engineers do. For example, students develop and use models, analyze data, and make evidence-based arguments. They also learn to make sense of core ideas using crosscutting concepts, such as systems or cause and effect, which are useful ways of thinking about and making connections across different areas of science and engineering. These three dimensions—core ideas, practices, and crosscutting concepts—to work together in science classes.

In Grade three, students are expected to assume the role of scientist in a classroom setting. Students bring many rich and diverse life experiences that will define how they interact with phenomena they are exposed to throughout the year. They begin to use quantitative observations to assist them in making sense of their world. With this gathering and application of data, students develop their scientific vocabulary and begin to develop explanations that allow them to better understand themselves and the natural world.

A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. To support a high-quality education, the NYCDOE designed a PK-8 Science [Scope & Sequence](#) for based on the [New York State P-12 Science Learning Standards](#), which provides guidance on what students should be learning and the learning sequence. In the science scope and sequence, Grade 3 unit coherence is achieved through the use of the crosscutting concepts of patterns and cause and effect. Unit 1, students apply their understanding of patterns and cause and effect to explore forces and motion. Unit 2 introduces life cycles, inherited traits, and diversity among organisms. Unit 3 builds upon the understanding of traits to explore how organisms’ survival is dependent on how well-suited they are to their environment. Unit 4 students learn how Earth systems, climate, and the environment affect populations of organisms over long periods of time.

Amplify Science

Many schools across the NYC DOE use our core curriculum option, Amplify Science. Using a shared curriculum, such as Amplify Science, engages students in the development of science and engineering practices, which integrates with the continual development of literacy skills. In Amplify Science, students’ science learning incorporates reading and researching for evidence to support claims; gathering, analyzing and interpreting data during and after investigations, and constructing explanations and scientific arguments supported by their collected evidence. Amplify Science is also digitally accessible and lends itself to blended and remote instruction.

While using Amplify Science, grade 3 progressively build skills to meet all grade-level performance expectations through a three-dimensional instructional sequence. The following is an overview of the sequence of units, a description of the progression of student learning across the year, and a summary of how the sequence meets all performance expectations for grade 3.

The units in the grade 3 course for Amplify Science were designed and sequenced to build students’ expertise with the grade-level disciplinary core ideas (DCIs), science and engineering practices (SEPs) and crosscutting concepts (CCCs) while simultaneously considering the dimensions of grade 3 language, social-emotional, and physical development across the school year. Each unit has focal SEPs and CCCs, carefully selected to support students in figuring out the unit’s focal DCIs.

Balancing Forces: students begin the year by investigating balanced and unbalanced forces. Students engage in the focal SEP of Developing and Using Models, using and creating various digital, physical, and diagram models to construct and explain ideas about forces. The focal CCC of Stability and Change supports students in thinking about the changes that occur when forces on an object become unbalanced. Students also look for patterns as they investigate with magnets in order to identify the relationship between the forces on an object and the object’s movement.

Inheritance and Traits: students extend their thinking about the CCC of Patterns as they analyze data to identify patterns that provide evidence of inheritance and variation in the traits of organisms. Students consider what information can be gleaned from available data as they delve deeply into the SEPs of Asking Questions and Planning and Carrying Out Investigations, focusing in particular on asking investigable questions. Students’ understanding of traits serves them well as they move on to the next unit.

Environments and Survival: students consider adaptive and non-adaptive traits. The focal CCC of Structure and Function helps students make sense of how different traits make it easier or harder for organisms to survive in different environments. Students also consider the relationship between structure and function as they engage in the focal SEP of Designing Solutions, drawing inspiration from the adaptive traits they studied.

Weather and Climate: students end the year with the *Weather and Climate* unit, when the higher probability of nice weather allows for measuring weather conditions outdoors. Students apply and deepen their understanding of the CCC of Patterns as they collect, analyze, and interpret weather data, identifying patterns that reveal differences in the climate of different regions and enable them to predict future weather. Contrasting day to day variations in weather with longer term stability also helps students develop a more nuanced understanding of stability and change. Students use weather data and their knowledge of weather patterns as they engage in Arguing from Evidence, the unit’s focal SEP. They also have a chance to apply what they learned about designing solutions to design structures that can withstand a simulated natural hazard.

The DCIs emphasized in each unit work together to support deep explanations of the unit’s anchor phenomenon. For example, in the *Inheritance and Traits* unit, investigating why a wolf in one of two Greystone National Park wolf packs has the traits it does leads students to construct ideas about the Growth and Development of Organisms (DCI LS1.B), Social Interactions and Group Behavior (DCI LS2.D), Inheritance of Traits (DCI LS3.A), and Variation of Traits (DCI LS3.B).

Some possible digital resources are:

Amplify Science Grade 3@Home Resources: <https://science.amplify.com/programhub/introduction-teacher/amplify-science-at-home/grade-3/>

- Unit 1: Balancing Forces in the [Scope & Sequence](#): Explaining a Bridge eReader: <https://learning.amplify.com/books/9781943228058/#page=1>

Home Activities that can be completed without a computer:

Brooklyn Botanical Gardens Resources connects to **Unit 2:** Inheritance & Traits in the [Scope & Sequence](#): & **Grade 3, Unit 3:** Environments & Survival in the [Scope & Sequence](#):

- [Learn_about_animal_nests_and_build_your_own](#) - Take a few minutes to observe some of the animals’ activities. What creatures do we share our community with, and what are they up to?
- [Make_a_butterfly_habitat_in_a_window_box](#)- Attract butterflies to your window by creating a small garden for them in a window box
- [Nature_play_at_home_for_kids_of_all_abilities](#) - Build your own summer sensory bin collecting natural items

Movement Activities & Games:

The following DEC Animals & Insect Lessons align to **Unit 2:** Inheritance & Traits in the [Scope & Sequence](#): & **Unit 3:** Environments & Survival in the [Scope & Sequence](#):

Nature Study - These lessons incorporate multiple subject disciplines as an aid in exploring, discovering, and observing nature.

- [Find Your Tree \(PDF\)](#) - By blocking the sense of sight with the blindfolds, the students are better able to explore and discover their sense of touch. This activity provides an opportunity for the students to use an important sensory skill as a discriminating tool.
- [Onion Hunt \(PDF\)](#) - The students will learn to use their sense of smell to become more aware of how certain animals hunt their prey. Materials needed: 2-6 fresh onions, pieces of brown yarn or string

- [Pebble Activity \(PDF\)](#)- short game illustrates the necessity for close observation, using touch as well as sight, to become more aware of the things around us. It also introduces the idea of the endless variety or diversity in nature: the special differences among apparently identical objects.
- [Sharp Eyes \(PDF\)](#) - The students will become aware of the importance of their sense of sight, and they will heighten their ability to notice small details.
- [Stop and Listen \(PDF\)](#)- The students will become aware of the importance of their sense of hearing to learn about the world around them.

Soils: These lesson plans focus on the composition, properties and conservation of this important resource.

- [How Soil is Made \(PDF\)](#)- students will discover how some of the forces of nature break down rocks into soil material. Materials needed: 2 ice cube trays without racks, 1 dish pan half filled with sand, 1 sheet of white paper about 24 inches long.
- [Soil Studies: Soil Particle Sizes \(PDF\)](#) - Students will learn soil size classifications (clay, silt, sand) and their effects on soil composition. Materials needed: 1 jar and a card or a piece of heavy paper, 2 small tin cans (8-12 oz.) with one end open and the other end with many small holes in it, marbles and sand.
- [Erosion \(PDF\)](#) –3 part, 3 day investigation into erosion using outdoor areas (such as a grassy area, a wooded area, and an area of bare, compacted soil). The students will be able to define the term "erosion" and compare the differences of soil erosion on various surfaces.
- [Icy Roads: Sanding vs. Salting \(PDF\)](#) - Students will conduct two observations (one short term and one long term) to observe the effects of salt and sand on ice and vegetation. They will consider advantages and disadvantages of applying salt and sand to icy roads. Materials Needed: 6 small containers, table salt, 6 ice cubes, teaspoon, sand, 3 planting boxes, grass seed or beans, pencils, paper.

Water - These lessons examine wildlife within aquatic ecosystems.

- [Plankton in the Air \(PDF\)](#) (487 KB) - A game illustrating filter-feeding animals and describing plankton. A game illustrating filter-feeding animals and describing plankton. Students will identify places that animals live. Students will identify that some animals can live in more than one habitat. Materials needed: Bubble liquid Bubble blower (suggested) Examples ([photos](#) or props) representing filter-feeding organisms
- [Pond Creature Worksheet \(PDF\)](#) (40 KB)

Challenges:

- Supports the learning in Unit 3: Environments & Survival in the **Scope & Sequence:** [Make a Marine Ecosystem Diorama: https://www.amnh.org/explore/ology/challenge](https://www.amnh.org/explore/ology/challenge)
- Supports the learning in Unit 3: Weather and Climate (Earth Science) in the **Scope & Sequence:** <https://education.minecraft.net/lessons/extinction-orangutans-future>

Social Studies

The Third Grade Experience: A Yearlong Look at Social Studies

The purpose of social studies teaching and learning is to enable students to understand, participate in, and make informed decisions about their world. In social studies, students use rich content, unifying themes, big ideas, and multiple perspectives to learn history, geography, economics, civics, and government. This provides them with the skills needed to assess issues and make thoughtful value judgments while productively solving problems and making decisions. Above all, social studies teaching integrates skills and understandings into a framework for responsible civic participation locally, nationally, and globally. Third grade students should be participating in 3 to 4 days of in-person or remote social studies instruction each week as part of a blended learning plan.

The NYCDOE *Passport to Social Studies* curriculum is designed by NYCDOE educators to foster culturally responsive teaching and learning through the principles of quality social studies instruction, which include historical thinking, diverse representation, and multiple perspectives. Important companions to the curriculum include the *Hidden Voices* instructional resources and the *Civics for All* curriculum. *Hidden Voices* instructional resources support learning about and honoring the innumerable people, often excluded from traditional history courses, who have shaped and continue to shape our history and identity. *Hidden Voices* facilitates inclusive learning experiences that validate the diverse perspectives and contributions of underrepresented individuals and groups. *Civics for All* lessons teach civic practices including voting, advocacy, contributing to public processes, and engaging in the improvement of our communities. It is important for students to understand their role in how our country and government work.

Passport to Social Studies is the most widely used social studies curriculum in the NYCDOE. It exists in a digital format for teacher access on WeTeachNYC and is being converted for remote and blended learning through Google classroom and other learning management systems. For more information, click [here](#). Student materials in Grades K-8 are available in 11 languages.

The *Passport to Social Studies* Grade 3 curriculum, which is based on the New York State Social Studies Framework, is “Communities Around the World.” Students learn concepts about geography and communities before engaging in a series of world community case studies. Students explore the diversity of world communities through the study of their history, their culture, how they meet their needs, and the ways in which they govern themselves. A wide variety of inquiry and process skills help students make meaning of the content.

What do third graders typically learn across the year?

In third grade, students learn how to:

- Make connections using prior knowledge
- Select and use appropriate sources to answer questions
- Make predictions and gather information
- Compare and contrast
- Research using a variety of non-fiction sources
- Formulate a hypothesis and support it with evidence
- Research using a variety of non-fiction sources
- Formulate a hypothesis and support it with evidence
- Use simple note-taking strategies
- Create an organized written product
- Clearly express ideas and viewpoints
- Present creative products in a variety of formats
- Participate in group planning and decision-making
- Draw conclusions about current events

History

- Develop an understanding of the people, traditions, practices and ideas that make up different communities.
- Create a timeline that shows the important events in the history of a world community.
- Demonstrate, through art and writing, an understanding of holidays and traditions celebrated by different cultures around the world.
- Prepare a presentation on a world community using a variety of visuals and media.

Geography

- Use latitude and longitude to locate locations of world communities.
- Locate the Earth's oceans and continents on a map.
- Identify the ways geography affects a world community.

Economics

- Describe how a world community develops its natural resources.
- Explore how people in a world community meet their needs for shelter, food, and clothing.
- Identify how a world community produces, distributes, exchanges, and consumes goods and services.

Civics

- Identify different political systems.
- Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
- Identify situations, such as climate change, in which global social actions are required.

The *NYCDOE Social Studies Scope & Sequence*, detailing the content of each unit, can be found [here](#) (Grade 3 begins on page 16).