

# William Floyd School District



**Parent/Teacher  
Curriculum  
Handbook  
Third Grade**



**Kevin M. Coster**



**MESSAGE FROM THE SUPERINTENDENT**

Dear Parents and Guardians,

The core mission of the William Floyd School District is to educate and prepare our students for successful and productive lives. To that end, the district's instructional program "Parent Handbook" is designed to provide parents with the understanding of what their children are expected to learn and perform in each grade level. By keeping parents informed and as active participants, our hope is that they will be aware of what their children are learning in school, enabling them to provide better educational assistance and support and ask more precise questions about their progress. With schools and parents working together, our students will surely succeed. Thank you for working in collaboration and partnership with us to help your children become successful both in learning and in in life.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Coster', enclosed in a light blue oval.

Kevin M. Coster  
Superintendent of Schools



**William Floyd  
School District**

240 Mastic Beach Road  
Mastic Beach, NY 11951

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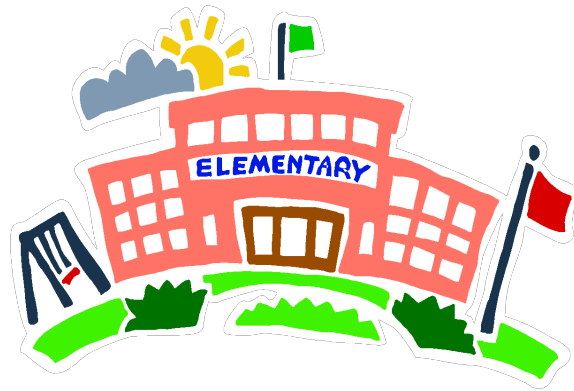


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# PARENT'S GUIDE TO STUDENT SUCCESS

## 3<sup>rd</sup> GRADE

This guide provides an overview of what your child will learn by the end of 3<sup>rd</sup> grade in mathematics and English language arts/literacy. It focuses on the key skills your child will learn in these subjects, which will build a strong foundation for success in the other subjects he or she studies throughout the school year. This guide is based on the New York State Standards, which have been adopted by more than 40 states. These K-12 standards are informed by the highest state standards from across the country. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for 4<sup>th</sup> grade.

### **WHY ARE ACADEMIC STANDARDS IMPORTANT?**

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. They help set clear and consistent expectations for students, parents, and teachers; build your child's knowledge and skills; and help set high goals for all students.

Of course, high standards are not the only thing needed for our children's success. But standards provide an important first step—a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged even more. They also will help your child develop critical thinking skills that will prepare him or her for college and career.

### **HOW CAN I HELP MY CHILD?**

You should use this guide to help build a relationship with your child's teacher. You can do this by talking to his or her teacher regularly about how your child is doing—beyond parent-teacher conferences.

At home, you can play an important role in setting high expectations and supporting your child in meeting them. If your child needs a little extra help or wants to learn more about a subject, work with his or her teacher to identify opportunities for tutoring, to get involved in clubs after school, or to find other resources.

## English Language Arts & Literacy

Third grade is a pivotal year for your child. Learning to read with fluency and confidence will serve as a foundation for the reading demands in later grades. By practicing with learning-to-read strategies, your child will reliably be able to make sense of multisyllable words in books. He or she will come to appreciate that words have meanings that are not literal (e.g., *a piece of cake*) and have relationships to other words (e.g., *company* and *companion*). Recognizing and understanding words will help your child read increasingly challenging stories and books and build knowledge about the world around him or her. By the end of the year, your child also will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

### A Sample of What Your Child Will be Working on in 3<sup>rd</sup> Grade

Reading closely to find main ideas and supporting details in a story.

Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect).

Comparing the most important points and key details presented in two books on the same topic.

Writing opinions or explanations that group related information and develop topics with facts and details.

Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters.

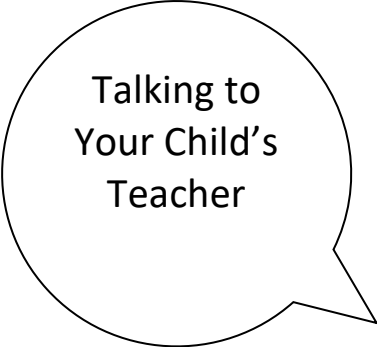
Independently conducting short research projects that build knowledge about various topics.

Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said.

Reading stories and poems aloud fluently, without pausing to figure out what each word means.

Distinguishing the literal and nonliteral meanings of words, such as *something's fishy* and *cold shoulder*.

Spelling correctly and consulting dictionaries to clarify meanings of words.



### Talking to Your Child's Teacher

#### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3<sup>rd</sup> grade, these include:

- Reading grade level books and stories with understanding and fluency.
- Writing and speaking well, following rules of punctuation and grammar.

Ask to see a sample of your child's work. Ask the teacher questions such as is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?

## **THIRD GRADE CURRICULUM GUIDE**

# **English Language Arts**

### **WHAT YOUR CHILDREN WILL BE TAUGHT IN THIRD GRADE**

The purpose of this guide is to provide parents and guardians with an overview of the concepts and skills children will be taught in Language Arts, Mathematics, Social Studies, Science, Health, Technology, Art, Music, and Physical Education throughout the Kindergarten school year. The curriculum of the William Floyd School District follows New York State Next Generation Learning Standards adopted by the Department of Education of the State of New York on May 2, 2017. We believe that the partnership between school and home is of vital importance to your child’s social, emotional, and academic success. This guide is designed to be a reference for you so that you are aware of what your child is expected to learn and to help you reinforce your child’s learning.

#### **Lifelong Practices of Readers and Writers**

<b>Lifelong Practices of Readers</b>	<b>Lifelong Practices of Writers</b>
<p>Readers</p> <ul style="list-style-type: none"> <li>● think, write, speak, and listen to understand</li> <li>● read often and widely from a range of global and diverse texts</li> <li>● read for multiple purposes, including for learning and for pleasure</li> <li>● self-select texts based on interest</li> <li>● persevere through challenging, complex texts</li> <li>● enrich personal language, background knowledge, and vocabulary through reading and communicating with others</li> <li>● monitor comprehension and apply reading strategies flexibly</li> <li>● make connections (to self, other texts, ideas, cultures, eras, etc.)</li> </ul>	<p>Writers</p> <ul style="list-style-type: none"> <li>● think, read, speak, and listen to support writing</li> <li>● write often and widely in a variety of formats, using print and digital resources and tools</li> <li>● write for multiple purposes, including for learning and for pleasure</li> <li>● persevere through challenging writing tasks</li> <li>● enrich personal language, background knowledge, and vocabulary through writing and communicating with others</li> <li>● experiment and play with language</li> <li>● analyze mentor texts to enhance writing</li> <li>● strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li> </ul>

#### **Literary and Informational Text**

**Literature:** Picture books, stories, drama, fiction, fairy tales, nursery rhymes, folk tales, and other literary texts.


**Informational Text:** picture books, nonfiction, biographies, autobiographies, books and articles about science, art, history, social studies, and information displayed in charts, graphs, or maps in both print and digital sources.



Grade 3 Word List			
table	money	ago	built
north	minutes	stood	square
story	decided	system	syllables
draw	fact	brought	direction
slowly	course	common	ready
notice	contain	though	anything
slowly	front	language	love
voice	surface	clear	developed
south	produce	equation	
unit	building	among	
figure	ocean	government	
certain	sciences	material	
half	nothing	special	
finally	machine	heavy	

## Grade 3: Foundational Skills and Word Study Scope and Sequence

### Grade 3



**Word Study**

<b>UNIT 1</b>	Syllable Pattern VC/CV; Inflected Endings -s, -es, -ies; Base Words and Endings -ing, -ed, -er, -est; Vowel Digraphs ee, ea, ai, ay, ow, oa; Diphthongs ou, ow, oi, oy
<b>UNIT 2</b>	Syllable Patterns VC/V and V/CV; r-Controlled Vowels ar, or, ore, oar; Compound Words; Syllable Pattern VCe; Contractions
<b>UNIT 3</b>	Prefixes pre-, dis-, in-, im-, non-; Abbreviations; Suffixes -ful, -y, -ness; Vowel Teams oo, ew, ue, ui, eu; Irregular Plurals
<b>UNIT 4</b>	r-Controlled Vowels ir, er, ur, ear; VCCCV Pattern; Latin Suffixes -able, -ible, -ation; Homographs; Homophones
<b>UNIT 5</b>	Vowel Patterns au, aw, ai, augh, ough; Vowel Patterns ei, eigh; Words with Suffix -en; Schwa; Final Stable Syllables -ie, -ture, -ive, -ize

# Mathematics

## Mathematics

In 3<sup>rd</sup> grade, your child will learn important new ideas and gain important new skills. One of the most important topics this year is multiplication and division. Another is fractions. Multiplication, division, and fractions are the building blocks for many life skills that students will learn in later grades, such as percentages. Students also need to master these topics to be ready for algebra and advanced math, so it is essential to get a good start with these topics in 3<sup>rd</sup> grade.

### A Sample of What Your Child Will Be Working on in 3<sup>rd</sup> Grade

Multiplying and dividing up to  $10 \times 10$  quickly and accurately, including knowing the times tables from memory.

Solving word problems using addition, subtraction, multiplication, and division.

Beginning to multiply numbers with more than one digit (e.g., multiplying  $9 \times 80$ ).

Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that  $\frac{3}{1}$  and 3 are the same number).

Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities.

Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squared).

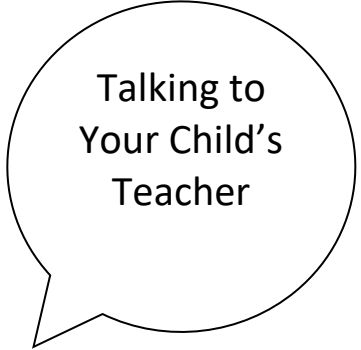
Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product  $9 \times 7$ ?).

### Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3<sup>rd</sup> grade, these include:

Multiplication and division  
Fractions

Ask to see a sample of your child's work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?



Talking to  
Your Child's  
Teacher

**MATH**

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## Grade 3 Overview

In Grade 3, instructional time should focus on four areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing polygons based on the number of sides and vertices. Please note that while every standard/topic in the grade level has not been included in this overview, all standards should be included in instruction.

1. Through their learning in the Operations and Algebraic Thinking domain, students:
  - develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size;
  - use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors; and
  - compare a variety of solution strategies to learn the relationship between multiplication and division.
2. Through their learning in the Number Sense and Operations—Fractions domain, students:
  - develop an understanding of fractions, beginning with unit fractions;
  - view fractions in general as being built out of unit fractions, and use fractions along with visual fraction models to represent parts of a whole;
  - understand that the size of a fractional part is relative to the size of the whole. Use fractions to represent numbers equal to, less than, and greater than one; and
  - solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Through their learning in the Measurement and Data domain, students:
  - recognize area as an attribute of two-dimensional regions;
  - measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area; and
  - understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Through their learning in the Geometry domain, students:
  - classify polygons by examining their sides and vertices; and
  - relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

<b>Mathematical Practices</b>	
1. Make sense of problems and persevere in solving them.	5. Use appropriate tools strategically.
2. Reason abstractly and quantitatively.	6. Attend to precision.
3. Construct viable arguments and critique the reasoning of others.	7. Look for and make use of structure.
4. Model with mathematics	8. Look for and express regularity in repeated reasoning.

## Standards for Mathematical Practice: A Guide for Parents

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
<b>1. Make sense of problems and persevere in solving them.</b>	<ul style="list-style-type: none"> <li>● puzzle over the meaning of a problem.</li> <li>● plan an outline of a solution path instead of just jumping in.</li> <li>● start and stop and start again a different way.</li> <li>● look at other problems she did to look for ideas.</li> <li>● use concrete objects or pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● What are you asked to figure out?</li> <li>● Can you think of a problem you solved before that is like this one?</li> <li>● What information is here that might be useful?</li> <li>● What is your plan for solving this?</li> <li>● Does your solution make sense?</li> </ul>
<b>2. Reason abstractly and quantitatively.</b>	<ul style="list-style-type: none"> <li>● break a problem apart and represent the parts with objects, pictures, words, or symbols.</li> <li>● organize information in different ways.</li> <li>● write number sentences to represent meaning.</li> <li>● explain the meaning of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you write an equation (number sentence) or expression to match the problem situation?</li> <li>● What do the numbers or variables refer to?</li> <li>● Can you explain that equation in words?</li> <li>● How did you decide to use this operation?</li> </ul>
<b>3. Construct viable arguments and critique the reasoning of others.</b>	<ul style="list-style-type: none"> <li>● talk confidently about math using mathematical language fluently.</li> <li>● practice math vocabulary.</li> <li>● justify a solution by explaining its logic.</li> <li>● give a counterexample to disprove a statement.</li> <li>● recognize when logic is flawed and suggest ways to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>● What does your answer mean?</li> <li>● How do you know your answer is correct?</li> <li>● Are there other correct answers to this question? How do you know?</li> <li>● If I told you the answer should be ____ (<i>give a wrong answer</i>), how would you convince me I'm wrong?</li> </ul>
<b>4. Model with mathematics.</b>	<ul style="list-style-type: none"> <li>● use math to solve real world problems and problems with more than one solution.</li> <li>● organize data to understand something happening in the real world.</li> <li>● use "found" information to create and solve his own problems.</li> <li>● interpret mathematical answers in context.</li> </ul>	<ul style="list-style-type: none"> <li>● Can you make a model of this with objects, pictures, or symbols?</li> <li>● Is there an equation or expression that would represent part of this situation?</li> <li>● What does that answer represent in real life?</li> <li>● Is there something interesting we can find out from this collection of data?</li> </ul>

Practice Standard	What it Looks Like: <i>Your child might...</i>	Questions to Ask
<b>5. Use appropriate tools strategically.</b>	<ul style="list-style-type: none"> <li>● choose for herself when to use a tool such as a ruler, protractor, or calculator to help solve a problem.</li> <li>● decide for herself when to use mental math, paper and pencil, a calculator, or computer program.</li> <li>● use estimation appropriately.</li> <li>● use a table, graph, or spreadsheet to organize complex data.</li> </ul>	<ul style="list-style-type: none"> <li>● What tools can you use to help you solve this problem?</li> <li>● How can this tool help you? Is there a better tool?</li> <li>● How can you organize this information to help you solve the problem?</li> <li>● Is there a different way to organize it that might be better?</li> </ul>
<b>6. Attend to precision.</b>	<ul style="list-style-type: none"> <li>● use clear and precise math language and accurate terminology (<i>sum</i> or <i>product</i> instead of "answer").</li> <li>● use precise numbers and labels.</li> <li>● explain exactly what she is confused about.</li> </ul>	<ul style="list-style-type: none"> <li>● How do you know this is an accurate answer?</li> <li>● What do you mean when you say ___?</li> <li>● Is there a more precise word you could use?</li> <li>● What units does that represent?</li> </ul>
<b>7. Look for and make use of structure.</b>	<ul style="list-style-type: none"> <li>● recognize patterns and look for them when they aren't obvious.</li> <li>● sort objects, pictures, or numbers into groups.</li> <li>● use the structure of math to help solve problems (e.g. fact families or the distributive property).</li> <li>● try ways to break numbers apart and put them together in different ways to make a problem easier.</li> </ul>	<ul style="list-style-type: none"> <li>● Do you see any patterns?</li> <li>● Can you group these things in a way that makes sense? Is there another way of grouping them?</li> <li>● Can you take the numbers apart and put them together in a different way to make more sense?</li> <li>● What do you notice about the answers to the exercises on this page?</li> </ul>
<b>8. Look for and express regularity in repeated reasoning.</b>	<ul style="list-style-type: none"> <li>● find his own shortcuts that work to solve problems.</li> <li>● create strategies from repetitions that show up in his work.</li> <li>● generalize about a strategy to apply it to other kinds of problems.</li> <li>● create a rule out of a pattern of exercises and solutions.</li> </ul>	<ul style="list-style-type: none"> <li>● Do you notice anything interesting about these problems? Is there a pattern to what you notice?</li> <li>● Is there a shortcut that will always work for this kind of problem? How do you know it will always work?</li> <li>● Is there a rule that seems to be true about this pattern of numbers? Can you prove the rule is true?</li> <li>● What are the connections between this and other kinds of problems with similar numbers?</li> </ul>

# SAVVAS Support

The William Floyd School District uses SAVVAS Curriculum Materials for English Language Arts and Mathematics Instruction. This includes access to online learning materials that can be used at home. The QR Codes found below provide you with information about using the online platforms with your children. ([parents.savvas.com](http://parents.savvas.com))

English



Spanish



Arabic



Haitian Creole



Mandarin



Russian



Vietnamese



# Help Your Child Learn at Home



Learning does not end in the classroom. Children need help and support at home to succeed with their studies. Try to create a quiet place for your child to study, and carve out time *every day* when your child can concentrate on reading, writing, and math uninterrupted by friends, brothers or sisters, or other distractions.

You should also try and sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. By taking these small steps, you will be helping your child become successful both in and outside the classroom.

**Additionally, here are some activities you can do with your child to support learning at home:**

## ENGLISH LANGUAGE ARTS & LITERACY

Make reading for fun a part of your child's daily routine. Set aside quiet time, with no phones, computers, or other distractions, when your child can read for pleasure, books such as *Amos & Boris* by William Steig or *The Fire Cat* by Ester Averill.

Encourage your child to find a picture from a newspaper or magazine, cut it out, paste it on paper, and write a story about it.

Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

## MATHEMATICS

Look for "word problems" in real life. Some 3<sup>rd</sup> grade examples might include:

Notice those everyday occasions when you find yourself using your times tables – such as to determine how many days there are in four weeks. Ask your child for the answer.

Involve your child when you notice yourself using division to "work backward" in the times tables – such as determining how many candies each child will get if 36 candies are shared equally among nine children at a party, or determining how many six-inch lengths can be cut from a string 18 inches long.



## SOCIAL STUDIES

Children begin to compare the roles of citizenship and the kinds of governments found in various world communities. Children learn about communities that reflect the diversity of the world’s peoples and cultures. They study geographic areas of the world. Children also begin to learn about historic chronology by placing important events on timelines. Children locate world communities and learn how different communities meet their basic needs.

### **Grade 3 Areas of Focus:**

- *Geography, Humans, and the Environment*
- *Time, Continuity, and Change*
- *Development, Movement, and Interaction of Cultures*
- *Civic Ideals and Practices*
- *Creation, Expansion, and Interaction of Economic Systems*

### **CIVIC READINESS for All Students K-4**

Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.

#### **Civic Readiness is:**

- **Civic Knowledge**
- **Civic Skills and Actions**
- **Civic Mindsets**
- **Civic Experiences**

## SCIENCE

STEM (Science, Technology, Engineering, and Mathematics) Education in Elementary School. The development of STEM proficient students begins in elementary schools. In the elementary grades, students apply the rigor of science, technology, engineering, and mathematics content and the STEM Standards of Practice while engaged in learning activities that investigate the natural world. Students explore technology and engineering solutions and appropriately apply the concepts of mathematics in order to understand and address real life issues and solve problems or challenges. As students’ progress through elementary school they will begin to independently integrate the STEM Standards of Practice. They will understand how to apply the roles and views of STEM career professionals and analyze real world STEM issues, problems, or challenges as they incorporate STEM content, skills, and practices and other disciplines such as social studies, performing arts, health, and creative movement.



By the end of fifth grade, students will master grade level science, technology, engineering, and mathematics content, practices, and processes, integrate STEM contents with other disciplines, answer complex questions, investigate global issues, solve real world problems, and meet real world challenges while engaging in meaningful, purposeful, and relevant hands-on inquiry-based, problem-based and/or project-based learning experiences.

Next Generation Science Standards – Grade 3 Science Units

provide students with an opportunity to explore why something happens (phenomena-based). Students become scientists and engineers to:

- Use facts as needed to explain a phenomena or solve a problem
- Learn about science in a real-world context

Science Units for Grade 3:

- Investigating Weather and Climate
- Interdependent Relationships in Ecosystems: Where are the Wolves?
- Inheritance and Variation of Traits: Life Cycles and Traits (Generation of Butterflies)



### **Interdependent Relationships in Ecosystems**

1. Construct an argument that some animals form groups that help members survive.
2. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

### **Weather and Climate**

1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
2. Obtain and combine information to describe climates in different regions of the world.
3. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
4. Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.

### **Inheritance and Variation of Traits: Life Cycles and Traits (Generation of Butterflies)**

1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
2. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
3. Use evidence to support the explanation that traits can be influenced by the environment.
4. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

## TECHNOLOGY

Your child will participate in learning experiences that focus on five key concepts of computer science and digital fluency. These concepts are:

- Impacts of Computing
- Computational Thinking
- Networks and System Design
- Cybersecurity
- Digital Literacy

## Special Area

### ART

Continues to develop essential learning skills in art and creativity in artistic expression.

- Learn to draw subjects near and far.
- Understands the proper use of a horizon line.
- Learn to create lines through alternative means.
- Is introduced to sculpture.
- Demonstrates a knowledge of 2D and 3D.
- Learn to mix and blend color to create various moods.



### MUSIC

Continues to develop essential learning skills through singing, listening, movement and performance.

- Sings topical and seasonal songs from a multicultural repertoire.
- Develops proper tone and intonation in singing.
- Learn to listen and echo or create simple matching responses.
- Is introduced to recorder playing.
- Participates in partner and small group dance.



### PHYSICAL EDUCATION

- Demonstrates knowledge and understanding of safety and rules.
- Develops fundamental motor skills and movement concepts.
- Develops fine motor skills, agility, and muscle control.
- Develops fundamental body and spatial awareness.
- Develops awareness of basic social and cooperative skills.
- Develops sportsmanship and team play through the introduction of team sports.
- Develops an awareness of Health Education including topics such as hygiene, diet, and nutrition.





## Character Education

Character Education fosters the development of responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share.

The goal of character education is to develop students socially, ethically, and academically by incorporating character development into every aspect of the school culture and curriculum. Students work to develop good character, which includes knowing, caring about, and acting upon core ethical values such as: responsibility, respect, honesty, compassion, perseverance, acceptance, forgiveness, and humility.

**Responsibility** – Students are accountable in their speaking and their actions. They develop a sense of duty to complete tasks with reliability, dependability and commitment.

**Respect** – Students show a high regard for authority, other people, self, and their country. Students treat others as they would want to be treated. They understand that all people have value as human beings.

**Honesty** – Students tell the truth, admit wrong doing, are trustworthy and act with integrity.

**Compassion** – Students show an understanding and care for others by treating them with kindness, generosity, and a forgiving spirit.

**Perseverance** – Students pursue goals with determination and patience.

**Acceptance** - Students keep an open and understanding attitude toward others and accept differences.

**Forgiveness** – Students learn to resolve resentments towards each other and show a willingness to forgive.

**Humility** – Students learn to be humble and keep a modest opinion of their own accomplishments.

## Online Access to State Standards

STANDARDS

The William Floyd School District provides all learners with instruction that is aligned to New York State's Learning Standards.

The QR Code found below will provide you with access to your child's grade level standards.  
<https://tinyurl.com/275k7r3a>



Standards are also available in the appendix of this document.

# APPENDIX

## CURRICULUM GUIDE DEFINITIONS

These pages are to help serve as a resource in understanding terminology that is used throughout the curriculum guide.

### ENGLISH LANGUAGE ARTS



**Reader's Workshop** – Reader's workshop is designed to build on each student's reading strengths and meet his/her reading needs. Teachers and students work together to build comprehension skills. The components of reader's workshop include:

- *Mini Lesson* – focuses on a particular skill being taught.
- *Guided Reading* – with teacher support, in a small group setting.
- *Shared Reading* – students read along with the teacher.
- *Independent Reading* - reading books that are “just right” which are books that students self-select and are able to read and comprehend.
- *Word Work* – practice the reading of word families to increase fluency (e.g. *est - west, best, nest, test; able* means can do – *capable, agreeable, acceptable, adorable*).

**Genres** – During reader's workshop, students engage in reading a variety of genres that are fiction and non-fiction:

#### Types of Fiction Genres (stories that are not true):

- *Realistic fiction* – stories that could be real but are not true.
- *Historical fiction* – stories that include some part of history.
- *Science fiction* – stories that include elements of science.
- *Fantasy* – stories that cannot occur and include folktales, fairy tales, myths, and legends. These stories often teach lessons and are passed down from generation to generation.

#### Types of Non-Fiction Genres (stories that give accurate, truthful information):

- *Informational text* – gives us information about history, science, language or other subjects.
- *Biography* – tells about people's lives.
- *Autobiography* – a person tells about his or her own life.
- *Memoir* – the author writes about an experience in his or her own life.

**Fluency** – Fluency is the ability to read text quickly and accurately. Readers use the punctuation to help them say the text fluently like they speak. When we read, it sounds like we are talking. When we see a period or comma, we need to pause or take a breath. When characters are talking in the text, we can give each character a voice to help determine who is speaking.

**Sight Words** – Sight words are words that are immediately recognizable as whole words and do not require word analysis for recognition (i.e. *the, and, was, that, etc.*). To read fluently with understanding, readers need instantly to recognize about 95% of words with text. In the beginning stages of reading, children recognize certain words by sight, and these words help them figure out that letters and sounds are related.

**High Frequency Words** – Words that are most often used when speaking, reading, and writing.

**Phonics** – Phonics instruction involves teaching children the relationships between letters and individual sounds (phonemes). It is the ability to solve words while reading and spelling. Phonics instruction stresses symbol-sound relationships (decoding) and is used especially in primary grades.

**Decoding** – Decoding is the process of identifying unknown words by using knowledge of letter-sound associations. Decoding includes:

- *Letter-sound association* (e.g. “m” says /m/).
- *Letter combinations* (e.g. “ch” says /ch/ in chair).
- *Blending initial letter sounds* with common spelling patterns to read words (e.g. /s/ /at/ - sat).

**Structural Analysis** – Structural analysis is the process of recognizing unknown words by using knowledge of word structure. Structural analysis includes:

- *Base words* – also called a root word (e.g. *wilt* in *wilted*).
- *Compound words* – two words combined to make a new word (e.g. *sunset*).
- *Inflectional endings* (e.g. *-ed* in *wilted*).
- *Suffixes* – word endings (e.g. *-less* in *careless*).
- *Prefixes* – word beginnings (e.g. *un* in *unhappy*).
- *Contractions* – combining two words joined by an apostrophe (e.g. *isn't* for *is not*).
- *Verbs* – words that describe action or being (action words e.g. *run, walk, laugh*; being verbs e.g. *am, are, is*).

**Synonyms** – Words with the same or similar meaning (e.g. *happy/cheerful*).

**Antonyms** – Words with the opposite meaning (e.g. *happy/sad*).

**Homonyms** – A word that is spelled or pronounced in the same way as one or more other words, but has a different meaning.

- *Homophones* – a word that is pronounced the same as another word but differs in meaning. A short example of a homophone is the words *know* and *no*.
- *Homograph* – one of a group of words that share the same spelling but have different meanings. An example of a homograph is: “Will you please *close* that door!” or “The tiger was so *close* that I could smell it.”

### **Comprehension Strategies**

Students are taught to think while they are reading so that they understand the meaning of a text. There are two ways to think about text: 1) Literal and 2) Inferential. *Literal* thinking is when readers think about what is stated in the text, while *inferential* thinking is when the readers use what they know about the text and their background knowledge. *Inferential* thinking is what is “between the lines.” Teachers and students engage in a variety of reading strategies which help them to comprehend text. Strategies used are:

- *Solving words* – students use problem solving strategies to recognize, decode, and/or understand the meaning of words.
- *Monitoring and correcting* – students check on whether their reading sounds right, looks right, and makes sense.
- *Gathering* – students identify and select information from print (*literal*).
- *Predicting* – students will say in advance what they believe will happen next (*inferential*).
- *Maintaining fluency* – students will read easily and smoothly.
- *Adjusting* – students read in different ways for different purposes with a variety of texts (e.g. readers read at a slower pace when reading non-fiction texts).
- *Connecting* – students show or think of how two or more things are related (*literal/inferential*).

- *Inferring* – students will arrive at a decision or opinion by reasoning from known facts or evidence within a text (*inferential*).
- *Summarizing* – students present the substance or general idea of a text in brief form (*literal*).
- *Synthesizing* – students bring together information from the text and from personal, world, and literacy knowledge to create new understanding about what they have read (*inferential*).
- *Analyzing* – students closely examine elements of a text to achieve a greater understanding of how it is constructed (*inferential*).
- *Critiquing* – students judge or evaluate a text based on personal, world, or text knowledge (*inferential*).

**Story Elements** – Students are taught to use their comprehension strategies to understand the setting, character(s), and plot.

- *Setting* - The time, location, weather conditions, social times, and mood in which a story takes place is called the setting.
- *Character* - A character is a person, or sometimes even an animal, who takes part in the action of a short story or other literary work.
- *Plot* - The plot is how the author arranges events to develop his basic idea. It is the sequence of events (beginning, middle, and end) in a story.

When analyzing the story elements, students think about events that take place, the problem(s), the causes and effects of events and/or problems, the solution to problems, the main idea (mostly about), theme, lesson, moral, and/or author’s purpose of a story.

**Writing** – Is throughout all curriculum areas.

- New York State Literacy Modules.
- Guided Reading.
- Mathematics.
- Social Studies.
- Science.



**Writing Process** - Students engage in various stages of the writing process across all subjects. Children write using the writing process which includes:

- *Generate* – The writer brainstorms ideas they may want to write about.
- *Select* – The writer chooses a topic to write about.
- *Drafting* – The writer gets all their ideas down on paper.
- *Revision* – The writer improves their writing to make sure it is developed, organized, has voice, appropriate word choice and sentence fluency.
- *Edit* – The writer checks for appropriate use of conventions (see definition below).
- *Publish* – The writer decides how to present their writing to other readers. The writer incorporates all revisions and editing into the final writing piece.

**Six Traits Of Writing** - During the writing process, teachers address the six traits of writing through mini lessons and conferring with students. The six traits include:

- *Idea Development* – The ideas are the heart of the message, the content of the piece, the main theme, together with the details that enrich and develop that theme.
- *Organization* – The internal structure of a piece of writing which includes a lead, a beginning-middle-end, a sequencing of events, transitions, and a conclusion.
- *Voice* – The voice is the heart and soul, and the magic, along with the feeling and conviction of the individual writer coming out through the words.
- *Word Choice* – The use of rich, colorful, precise language that moves and enlightens the reader.

- *Sentence Fluency* – The rhythm and flow of the language, the sound of word patterns and sentences, the way in which the writing sounds.
- *Conventions* – The mechanics correctness of the piece which includes spelling, grammar and usage, paragraphing, capitals and punctuation.

**Read Alouds/Close Reading** - The goal of Read Alouds is for students to develop background knowledge and acquire language competence through listening and building a rich vocabulary and a broad knowledge in literature, history and science by being exposed to carefully selected and sequenced read-alouds. Reading aloud to students allows them to experience a variety of high quality and challenging texts in different genres. It invites discussion and comments from students, while the teacher models and fosters comprehension of a variety of texts. Read Alouds are also referenced during the Reading and Writing Workshop.

## **New York State Learning Standards:**

### **ENGLISH LANGUAGE ARTS**

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#### **LANGUAGE ARTS**

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##### **Reading Standards for Literature and Information**

###### **Key Ideas and Details**

1. Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
  - Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequence of events.
  - Identify elements of character, plot and setting to understand the author's message or intent.
  - Use note taking and graphic organizers to record and organize ideas from stories read aloud.
  - Describe characters and plot.
  - Write in response to the reading of imaginative and informational texts.
2. Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.
  - Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequence of events.
  - Summarize main ideas and supporting details from imaginative texts both orally and in writing.
  - Use note taking and graphic organizers to record and organize ideas from stories read aloud.
  - Describe characters and plot.
  - Write in response to the reading of imaginative and informational texts.
3. In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL) In informational texts, describe the relationship among a series of events, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
  - Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequence of events.
  - Draw conclusions and make inferences about events and characters.



- Evaluate the content by identifying the author’s purpose, important and unimportant details, whether events, actions, characters, and/or setting are realistic and statements of fact and opinion.
- Compare and contrast characters’ plot and setting in literary works.
- Express the reasons for a character’s actions, considering both the situation and motivation of the character.
- Write in response to the reading of imaginative and informational texts.

### **Craft and Structure**

4. Determine the meaning of words, phrases, figurative language, and academic and content-specific words.
  - Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
  - Connect words and ideas in a book to spoken language and background knowledge.
  - Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation.
5. In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL). In informational texts, identify and use text features to build comprehension. (RI)
  - Identify the author’s use of rhythm and rhyme.
6. Discuss how the reader’s point of view or perspective may differ from that of the author, narrator or characters in a text.
  - Evaluate the content by identifying the author’s purpose, important and unimportant details, whether events, actions, characters, and/or setting are realistic and statements of fact and opinion.
  - Analyze information on the basis of new or prior knowledge and/or personal experience.
  - Express an opinion or judgment about character, plot and setting in a variety of works.
  - Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation.
  - Compare literary texts and performances to personal experiences and prior knowledge.
  - Write in response to the reading of imaginative and informational texts.

### **Integration of Knowledge and Ideas**

7. Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).
  - Discuss the impact of format, illustrations, and titles in evaluating ideas, information and experiences.
8. Explain how claims in a text are supported by relevant reasons and evidence.
  - Write in response to the reading of imaginative and informational texts.
9. Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations:
  - Use previous reading and life experiences to understand and compare literature.
  - Compare and contrast characters’ plot and setting in literary works.
  - Respect the age, gender, social position, and cultural traditions of the writer.
  - Express an opinion or judgment about character, plot and setting in a variety of works.
  - Write in response to the reading of imaginative and informational texts.
  - Relate the setting, plot, and characters in literature to own lives.
  - Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information.

**Foundational Skills**

**Print Concepts**

1. There is not a grade 3 standard for this concept. Please see preceding grades for more information.

**Phonological Awareness**

2. There is not a grade 3 standard for this concept. Please see preceding grades for more information.

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Identify and know the meaning of the most common prefixes and suffixes.
  - b. There is not a grade 3 standard for this concept.
  - c. Decode multisyllabic words.
  - d. Identify, know the meanings of, and decode words with suffixes.
  - e. Recognize and read grade-appropriate irregularly spelled words.

**Fluency**

4. Read grade-level text with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.
  - b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing Standards**

**Keyboarding**

**Learning Standards**

Students should receive instruction in keyboarding, with a focus on technique over speed.

- Direct, consistent instruction on keyboarding begins.
- Technique (including posture and hand placement) reinforced over speed.

**Text Types and Purposes**

1. Write an argument to support claim(s), using clear reasons and relevant evidence.
  - a. Introduce a claim, supported by details, and organize the reasons and evidence logically.
  - b. Use precise language and content-specific vocabulary.
  - c. Use linking words and phrases to connect ideas within categories of information.
  - d. Provide a concluding statement or section.
2. Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
  - a. Introduce a topic and organize related information together.
  - b. Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.
  - c. Use precise language and content-specific vocabulary.
  - d. Use linking words and phrases to connect ideas within categories of information.
  - e. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
  - a. Establish a situation and introduce a narrator and/or characters.
  - b. Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a conclusion.
4. Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other

5. Begins in grade 4.

### **Research to Build and Present Knowledge**

6. Conduct research to answer questions, including self-generated questions, and to build knowledge.
7. Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

### **Speaking and Listening**

#### **Comprehension and Collaboration**

1. Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
  - a. Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.
  - c. Ask questions to check understanding of information presented and link comments to the remarks of others.
  - d. Explains their own ideas and understanding of the discussion.
  - e. consider individual differences when communicating with others.
2. Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).
3. Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail.

#### **Presentation of Knowledge and Ideas**

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Include digital media and/or visual displays in presentations to emphasize certain facts or details.
6. Identify contexts that call for academic English or informal discourse.

### **Language**

**Please note: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 3<sup>rd</sup> grade. Local curriculum choices will determine which specific skills are included in 3<sup>rd</sup> grade.** These banded skills can be found at the end of this document. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades 3-5, the student is expected to know and be able to use the skills *by the end of 5<sup>th</sup> grade*. The → is included to indicate skills that connect and progress across the band.

**Anchor Standard 1 (3L1): Demonstrate Command of the conventions of academic English grammar and usage when writing or speaking.**

#### **Core Convention Skills**

- Produce simple sentences.
- Produce compound sentences
- Explain the function of nouns in general as well as in particular sentences.
- Explain the function of pronouns in general as well as in particular sentences.
- Explain the function of verbs, in general as well as in particular sentences.

- Explain the function of adjectives in general as well as in particular sentences.
- Form regular plural nouns.
- Form irregular plural nouns.
- Use regular plural nouns.
- Use irregular plural nouns.
- Use abstract nouns.
- Form regular verbs
- Use regular Verbs
- Form the simple verb tenses (e.g., I walked; I walk; I will walk).
- Use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Use verb tense to convey various times, sequences, states, and conditions.
- Ensure subject-verb agreement.
- Use coordinating conjunctions.
- Use subordinating conjunctions (because).
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (intro to complete vs. fragment)
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Anchor Standard 2 (3L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.**

**CORE PUNCTUATION and SPELLING SKILLS**

- Capitalize appropriate words in titles.
- Use correct capitalization.
- Use commas in addresses
- Use commas and quotation marks in dialogue.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Spell grade-appropriate words correctly, consulting references as needed.

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

**3L3a:** Choose words and phrases for effect.

**3L3b:** Recognize and observe differences between the conventions of spoken and written standard English.

**Grades 3-5**

**Anchor Standard L1:** Demonstrate command of the conventions of academic English grammar and usage when writing or speaking\*. Core Conventions Skills for Grades 3→5:

- Produce simple, compound, and complex sentences.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.
- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Explain the function of conjunctions, prepositions, and interjections in general as well as in particular

sentences.

- Form and use regular and irregular plural nouns.
- Use abstract nouns.
- Form and use regular and irregular verbs.
- Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).
- Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).
- Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Ensure subject-verb and pronoun-antecedent agreement.
- Use coordinating and subordinating conjunctions.
- Use and identify prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use frequently confused words (e.g., to, too, two; there, their).

**Anchor Standard 3L2:** Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing\*. Core Punctuation and Spelling Skills for Grades 3→5:

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

\*While building proficiency in English, ELLs/MLLs, in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages

### **Knowledge of Language**

3. Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.
  - a. Choose words and phrases for effect.
  - b. Recognize and observe differences between the conventions of spoken and written academic English.

### **Vocabulary Acquisition Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies, including, but not limited to the following. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - c. Use sentence-level context as a clue to the meaning of a word or phrase.

- d. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - e. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - f. Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meaning.
- g. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - h. Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or helpful).
  - i. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
6. Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

## **MATHEMATICS**

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### **Operations and Algebraic Thinking**

#### **Represent and solve problems involving multiplication and division.**

1. Interpret products of whole numbers.
2. Interpret whole-number quotients of whole numbers.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

#### **Understand properties of multiplication and the relationship between multiplication and division.**

5. Apply properties of operations as strategies to multiply and divide.  
Note: Students need not use formal terms for these properties.
6. Understand division as an unknown-factor problem.

#### **Multiply and divide within 100.**

- 7a. Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.
- 7b. Know from memory all products of two one-digit numbers.

#### **Solve problems involving the four operations, and identify and extend patterns in arithmetic.**

8. Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.
  - a. Represent these problems using equations or expressions with a letter standing for the unknown quantity.
  - b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. Identify and extend arithmetic patterns (including patterns in the addition table or multiplication table).

### **Number and Operations in Base Ten**

#### **Use place value understanding and properties of operations to perform multi-digit arithmetic.**

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 using strategies based on place value and properties of operations.
- 4a. Understand that the digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones.
- 4b. Read and write four digit numbers using base-ten numerals, number names, and expanded form.

### **Number and Operations – Fractions**

#### **Develop understanding of fractions as numbers.**

1. Understand a unit fraction,  $\frac{1}{b}$ , is the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction  $\frac{a}{b}$  as the quantity formed by a parts of size  $\frac{1}{b}$ .
2. Understand a fraction as a number on the number line; represent fractions on a number line.
  - a. Represent a fraction  $\frac{1}{b}$  on a number line by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size  $\frac{1}{b}$  and that the endpoint of the part starting at 0 locates the number  $\frac{1}{b}$  on the number line.
  - b. Represent a fraction  $\frac{a}{b}$  on a number line by marking off a lengths  $\frac{1}{b}$  from 0. Recognize that the resulting interval has size  $\frac{a}{b}$  and that its endpoint locates the number  $\frac{a}{b}$  on the number line.
3. Explain equivalence of fractions and compare fractions by reasoning about their size.
  - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - b. Recognize and generate equivalent fractions. Explain why the fractions are equivalent.
  - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
  - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons rely on the two fractions referring to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions.

### **Measurement and Data**

#### **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.
- 2a. Measure and estimate liquid volumes and masses of objects using grams (g), kilograms (kg), and liters (l).
- 2b. Add, subtract, multiply, or divide to solve one-step word problems involving masses or liquid volumes that are given in the same units.

#### **Represent and interpret data.**

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one-and two-step “how many more” and “how many less” problems using information presented in a scaled picture graph or a scaled bar graph.
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate

units—whole numbers, halves, or quarters.

**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. Recognize a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
  - b. Recognize a plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
6. Measure areas by counting unit squares.
7. Relate area to the operations of multiplication and addition.
  - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
  - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
  - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side length  $a$  and side length  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
  - d. Recognize area as additive. Find areas of figures composed of non-overlapping rectangles, and apply this technique to solve real world problems.

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

- 8a. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths or finding one unknown side length given the perimeter and other side lengths.
- 8b. Identify rectangles with the same perimeter and different areas or with the same area and different perimeters.

**Geometry**

**Reason with shapes and their attributes.**

1. Recognize and classify polygons based on the number of sides and vertices (triangles, quadrilaterals, pentagons, and hexagons). Identify shapes that do not belong to one of the given subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

**SOCIAL STUDIES**

Children begin to compare the roles of citizenship and the kinds of governments found in various world communities. Children learn about communities that reflect the diversity of the world’s peoples and cultures. They study geographic areas of the world. Children also begin to learn about historic





chronology by placing important events on timelines. Children locate world communities and learn how different communities meet their basic needs.

### **Geography, Humans, and the Environment**

#### **3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.**

3.1a Earth is composed of water and large land masses that can be divided into distinct regions.

3.1b Globes, maps, photographs, and satellite images contain geographic information. maps often have a title, legend or key, compass orientation, author, date, grid, and scale.

#### **3.2 The location of world communities can be described using geographic tools and vocabulary.**

3.2a World communities can be located on globes and maps.

3.2b World communities can be located in relation to each other and to principle parallels and meridians.

#### **3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.**

3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.

3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

### **Time, Continuity, and Change**

#### **3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.**

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

3.4b Arts, music, dance, and literature develop through a community's history.

### **Development, Movement, and Interaction of Cultures**

#### **3.5 Communities share cultural similarities and differences across the world.**

3.5a The structure and activities of families and schools share similarities and differences across world communities.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

#### **3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.**

3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

### **Civic Ideals and Practices**

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

3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.

3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.

3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.

3.7d The definition of citizenship and the role of the citizen vary across different types of political

systems, and citizens play a greater role in the political process in some countries than in others.

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

- 3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.
- 3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.
- 3.8c When faced with prejudice and discrimination, people can take steps to support social action and change.

**Creation, Expansion, and Interaction of Economic Systems**

**3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.**

- 3.9a World communities use human and natural resources in different ways.
- 3.9b People in communities have various ways of meeting their basic needs and earning a living.

**3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?**

- 3.10a Communities around the world produce goods and provide services
- 3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.



## Civic Readiness for All Students K-4



**Civic Readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.**

**What is Civics?** The study of the rights and responsibilities of citizenship.

**Who are Civic Ready students?**

Student who use civic knowledge, skills and mindsets to make decisions and take actions for themselves, their communities, and the public good.

**What is a community?**

A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity.

Communities work together to meet the needs of those who are part of it. There are many kinds of communities you might be part of: your school; your neighborhood; your city or town. Communities can work together to solve problems, make changes, or improve things for everyone. People in a community might have different ideas, look different, or not agree on some things.

Why is Civic education important? People work together in many ways to create a community. You might see people working together in school, in your family or in shops and business such as a restaurant or a grocery store. Each of us contribute to our communities. Civics education highlights these connections between ourselves and other people. It is through these connections that we can make a difference in our local, national and international communities. One of the big reasons we have Social Studies in schools is to make sure that you are civic ready and an actively engaged participant in the life of your communities. Civics education helps everyone to work together to create positive change while respecting what makes us each unique.

Civic Readiness is:



- Knowledge of our government and how it is organized.
- Grade appropriate understanding of geography, culture, law, and current events.
- Age appropriate understanding within our democratic system
- Rights guaranteed by the U.S. Constitution and Constitution of the State of New York.



- Demonstrate kindness to others.
- Participate in important discussions in your school, community, and family.
- Research news stories to find out more.
- Engage in classroom debates - respectfully disagreeing with other viewpoints and provide evidence for a counterargument.



- Being different is okay.
- Thinking about the future, my own and others is important.
- Treat others how you would like to be treated.
- Actively participate with others respectfully.
- Making choices while considering those around us.



- Active involvement in a school or community issue that concerns you—trash pickup in the community; ideas for recess and lunch time at school.
- Writing to your town/city or state officials about an issue important to you.
- Watching or reading age appropriate news.
- School or classroom voting.

## Civic Knowledge

Examples of fundamental Civic Knowledge include:

- What kind of government do we have in the United States; the structure and functioning of government, law, and democracy at the federal, state, local, and school levels, and how to participate;
- Discussing why people vote and having classroom voting;
- Discussion the Bill of Rights and creating a classroom Bill of Rights;
- History, geography, economics, and current events within our country and in our global society; and
- Discussing what makes a community; map out what students community looks like.

## Civic Skills & Actions

Examples of Civic Skills & Actions include:

- Discuss and/or participate in activities that focus on a classroom or a community problem and analyze different solutions;
- Recognizing what it is like to be an American - values and beliefs;
- Identify rights and responsibilities in classrooms, schools, and communities; and
- Identify differing philosophies of social and political participation.

## Civic Mindsets

Examples of key Civic Mindsets include:

- Valuing equity, inclusivity, diversity, and fairness;
- Recognizing the need to plan for both current needs and the good of future generations;
- Empathy, compassion, and respect for the views of people with other opinions and perspectives;
- Demonstrating a sense of self as an active participant in society, willing to contribute to solving local and/or national problems; and
- Discussion on what makes a good community member.

## Civic Experiences

Examples of Civic Experiences include:

- Showing respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict;
- Exploring how anyone can create positive change in his or her school, community, or country;
- Participating in school and community governance, ;
- Taking responsibility for improving one's community—locally, in government at all levels, and in the broader world; and
- Identify and help solve problems within ones community.

## **SCIENCE**

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The New York State P-12 Science Learning Standards are based on the Framework for K–12 Science Education developed by the National Research Council and the Next Generation Science Standards. The framework outlines three dimensions that are needed to provide students a high-quality science education.

**Dimension 1: Science and Engineering Practices** Engaging in scientific investigation requires not only skill but also knowledge that is specific to each practice. As in all inquiry-based approaches to science teaching, students will engage in the practices and not merely learn about them secondhand (e.g., articles, textbook, video clips, etc.). Students comprehend scientific practices, appreciate the nature of scientific knowledge itself, while directly experiencing those practices for themselves. The eight science and engineering practices mirror the practices of professional scientists and engineers. Use of scientific and engineering practices will strengthen students' skills in these practices while developing students' understanding of the nature of science and engineering. Listed below are the eight science and engineering practices:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

**Dimension 2: Disciplinary Core Ideas** They are designed to help children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works. The goal is to guide their knowledge toward a more scientifically based and coherent view of the natural sciences and engineering, as well as of the ways in which they are pursued and their results can be used.

**Dimension 3: Crosscutting Concepts** have application across all domains of science. The seven Crosscutting Concepts are meant to give students an organizational structure to understand the world and help students make sense of and connect Core Ideas across disciplines and grade bands. They are not intended as additional content. Listed below are the Crosscutting Concepts from the Framework:

1. Patterns
2. Cause and Effect
3. Scale, Proportion, and Quantity
4. Systems and System Models
5. Energy and Matter in Systems
6. Structure and Function
7. Stability and Change of Systems

# Computer Science and Digital Fluency Learning Standards



Standards at a Glance

Grades 2-3

## Impacts of Computing



Subconcept	Standard
Society	<b>2-3.IC.1</b> Identify and analyze how computing technology has changed the way people live and work.
	<b>2-3.IC.2</b> Compare and explain rules related to computing technologies and digital information.
Ethics	<b>2-3.IC.3</b> Discuss and explain how computing technology can be used in society and the world.
	<b>2-3.IC.4</b> Identify public and private digital spaces.
	<b>2-3.IC.5</b> Identify and discuss how computers are programmed to make decisions without direct human input in daily life.
Accessibility	<b>2-3.IC.6</b> Identify and discuss factors that make a computing device or software application easier or more difficult to use.
Career Paths	<b>2-3.IC.7</b> Identify a diverse range of roles and skills in computer science.

## Computational Thinking



Subconcept	Standard
Modeling and Simulation	<b>2-3.CT.1</b> Create a model of an object or computational process in order to identify patterns and essential elements of the object or process.
Data Analysis and Visualization	<b>2-3.CT.2</b> Identify and describe data collection tools from everyday life.
	<b>2-3.CT.3</b> Present the same data in multiple visual formats in order to tell a story about the data.
Abstraction and Decomposition	<b>2-3.CT.4</b> Identify multiple ways that the same problem could be decomposed into smaller steps.
	<b>2-3.CT.5</b> Identify the essential details needed to perform a general task in different settings or situations.
Algorithms and Programming	<b>2-3.CT.6</b> Create two or more algorithms for the same task.
	<b>2-3.CT.7</b> Name/label key pieces of information in a set of instructions, noting whether each name/label refers to a fixed or changing value.
	<b>2-3.CT.8</b> Identify steps within a task that should only be carried out under certain precise conditions.
	<b>2-3.CT.9</b> Identify and debug errors within an algorithm or program that includes sequencing or repetition.
	<b>2-3.CT.10</b> Develop and document a plan that outlines specific steps taken to complete a project.

Standards at a Glance

Grades 2-3

Networks & System Design



Subconcept	Standard
Hardware and Software	<b>2-3.NSD.1</b> Describe and demonstrate several ways a computer program can receive data and instructions (input) and can present results (output).
	<b>2-3.NSD.2</b> Explain the function of software in computing systems, using descriptive/precise language.
	<b>2-3.NSD.3</b> Describe and attempt troubleshooting steps to solve a simple technology problem.
Networks and the Internet	<b>2-3.NSD.4</b> Recognize that information can be communicated using different representations that satisfy different rules.
	<b>2-3.NSD.5</b> Describe and navigate to various locations where digital information can be stored.

Cybersecurity



Subconcept	Standard
Risks	<b>2-3.CY.1</b> Compare reasons why an individual should keep information private or make information public.
Safeguards	<b>2-3.CY.2</b> Compare and contrast behaviors that do and do not keep information secure.
	<b>2-3.CY.3</b> Identify why someone might choose to share an account, app access, or devices.
	<b>2-3.CY.4</b> Encode and decode a short message or phrase.
Response	<b>2-3.CY.5</b> Identify unusual activity of applications and devices that should be reported to a responsible adult.

Digital Literacy



Subconcept	Standard
Digital Use	<b>2-3.DL.1</b> Locate and use the main keys on a keyboard to enter text independently.
	<b>2-3.DL.2</b> Communicate and work with others using digital tools to share knowledge and convey ideas.
	<b>2-3.DL.3</b> Conduct basic searches based on student-identified keywords.
	<b>2-3.DL.4</b> Use a variety of digital tools and resources to create digital artifacts.
	<b>2-3.DL.5</b> <i>This Standard begins in Grade Band 4–6.</i>
Digital Citizenship	<b>2-3.DL.6</b> Describe ways that information may be shared online.
	<b>2-3.DL.7</b> Understand what it means to be part of a digital community and describe ways to keep it a safe, respectful space.

## Additional Internet Resources



**William Floyd School District:**

[www.wfsd.k12.ny.us](http://www.wfsd.k12.ny.us)

**Step 1: Go to Students**

**Step 2: Go to Additional Student Resources**



**New York State Education Department:**

[www.nysed.gov](http://www.nysed.gov)




**Regional Bilingual Education Resource Network:**

[www.rbern.org](http://www.rbern.org)



# Sample Grade 3 Report Card



William Floyd Union  
Free School District  
of the Mastic-  
Moriches-Shirley

Student Progress Report  
Grade 3  
20\_\_ / 20\_\_

Student# \_\_\_\_\_  
Student \_\_\_\_\_  
Teacher \_\_\_\_\_  
Principal \_\_\_\_\_

ATTENDANCE			
	T1	T2	T3
Days Present			
Days Absent			
Days Tardy			

SUPPLEMENTAL INSTRUCTION			
	T1	T2	T3

KEY TO PERFORMANCE LEVELS			
E	Exceeds Grade Level Expectations		
M	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		

APPROXIMATE GRADE LEVEL TEXT			
Grade	T1	T2	T3
3	M/N	N/O	O/P
4	Q/R	Q/R	S
5	S/T	T/U	U/V
6	U/V	U/V	V

READING	T1	T2	T3
Reads text with accuracy, fluency, and expression			
Reads and comprehends grade appropriate text: literal (story elements, sequencing of events); inferential (main idea, figurative language)			
Uses evidence from the text to support written responses.			
Actively engaged			

WRITING	T1	T2	T3
Uses writing process: planning, drafting, revising, editing and/or publishing			
Expresses ideas in an organized manner			
Varies sentences in both structure and vocabulary			
Uses proper conventions: capitals, punctuation, grammar, paragraphing, and spelling			
Actively engaged			

SPEAKING AND LISTENING	T1	T2	T3
Listens and responds to collaborative communication appropriately: prepared for discussion, attentive to speaker, follows rules of discussion			
Speaks in complete sentences: provides details to support thinking, responds to questions, asks questions			

MATHEMATICS	T1	T2	T3
Demonstrates an understanding of grade level concepts			
Applies strategies to solve problems			
Knows basic facts and performs calculations with accuracy			
Actively engaged			

SOCIAL STUDIES	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Actively engaged			

SCIENCE	T1	T2	T3
Demonstrates an understanding of content and concepts			
Understands subject related vocabulary			
Demonstrates appropriate use of applications, tools, and equipment			
Actively engaged			

KEY TO LIFE LONG LEARNING HABITS			
MF	Meets Grade Level Expectations		
AP	Approaching Grade Level Expectations		
BL	Below Grade Level Expectations		

LIFE LONG LEARNING HABITS: Academic Development	T1	T2	T3
Completes homework			
Follows multi-step directions			
Demonstrates organization skills			
Completes tasks independently			
Writes neatly and legibly			
Uses class time productively			
Follows classroom and school rules consistently			

LIFE LONG LEARNING HABITS: SOCIAL DEVELOPMENT	T1	T2	T3
Demonstrates courtesy and respect for others throughout the school community			
Demonstrates self-discipline			
Accepts responsibility			
Works effectively within a group			

1 <sup>st</sup> TRIMESTER COMMENTS

2 <sup>nd</sup> TRIMESTER COMMENTS

3 <sup>rd</sup> TRIMESTER COMMENTS

# Every Student Succeeds Act

## 5

Things every parent should know about New York State’s plan for the Every Student Succeeds Act



<b>What is ESSA?</b>	The Every Student Succeeds Act (ESSA) is a federal law that outlines how states can use federal money to support public schools. In September 2017, New York State submitted its plan for the approximately \$1.6 billion New York receives annually under ESSA.
<b>Why does it matter?</b>	New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from. Since fall 2016, New York State has sought feedback to design a plan that advances equity, access, and opportunity for <i>all</i> students.
<b>What do parents need to know?</b>	Below are highlights of important elements for parents and families in the plan. We encourage you to visit the <a href="#">New York State Education Department’s ESSA website</a> to learn more about the plan.

### 1 New York State values a well-rounded education for all.

Parents and families should know how their child’s school is performing in many areas, not just academic subjects.

Schools and districts will be measured annually on these indicators:

For all schools	For high schools
<ul style="list-style-type: none"> <li>English language arts</li> <li>Math</li> <li>Science</li> <li>Progress in learning English (for those who don’t speak it)</li> <li>Chronic absenteeism (absent 18+ days, with exceptions)</li> </ul>	<ul style="list-style-type: none"> <li>Social studies</li> <li>Graduation rate</li> <li>College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.</li> </ul>

Future indicators:

- Out-of-school suspensions (beginning with 2018-19 results)
- Being ready for high school (once data becomes available)
- “Learning environment” indicators (e.g., class size, access to arts classes)

### 2 New York State wants to reduce testing time and improve the testing experience.



Tests in grades 3-8 English and math will be reduced to two days each in 2018.



The state will try new ways to assess student knowledge that could ask students to complete and present performance tasks.

95%

The federal law requires 95% of students in each tested grade and subgroup to take the appropriate tests. New York State will work with parents, schools, and districts to increase participation.



New York State will continue to translate math and science tests into more languages, and when funding becomes available, will create a language-arts test in students’ native language.

3

New York State will help teachers and school leaders be ready for success and ensure that all students have access to an excellent educator.



The state will look at changes in how teachers and leaders are prepared to make sure they are ready on day one.



New York State has many excellent teachers. We will ensure that all schools have the ability to attract and keep them.

4

New York State is counting on parents for additional help when their child's school is identified for improvement.



If your child's school is identified as low-performing ...



... then it will have to ask parents, teachers, and students how they think the school can do better ...



... and you will have a say in how your school spends part of the federal money it receives to improve.

5

New York State will provide parents with a more complete picture of their child's school.



New public reports will show information on student test scores, graduation rates, and other outcomes for schools, districts, and the state, consistent with privacy laws.



The reports also will give information on things parents care deeply about, such as class size or opportunities for students to participate in the arts.



Parents will know how much each school is spending per student through the new reports.



Districts, schools, and the New York State Education Department will use the information in these reports to help districts adjust spending or come up with new ways to meet students' needs.

PARENTS RIGHT-TO-KNOW ESSA

1005(e) "(e) PARENTS RIGHT-TO-KNOW— "(1) INFORMATION FOR PARENTS.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following: "(i) Whether the student's teacher— "(i) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; "(ii) is teaching, under emergency or other provisional status through which State qualification or licensing criteria have been waived; and "(iii) is teaching in the field of discipline of the certification of the teacher; "(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

"(B) ADDITIONAL INFORMATION.—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student— "(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and "(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

"(2) TESTING TRANSPARENCY.—

"(A) IN GENERAL.—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(c)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

"(B) ADDITIONAL INFORMATION.—Subject to subparagraph (C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency's website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including— "(i) the subject matter assessed; "(ii) the purpose for which the assessment is designed and used; "(iii) the source of the requirement for the assessment; and "(iv) where such information is available— "(i) the amount of time students will spend taking the assessment, and the schedule for the assessment; and "(ii) the time and format for disseminating results."

"(C) LOCAL EDUCATIONAL AGENCY THAT DOES NOT OPERATE A WEBSITE.—In the case of a local educational agency that does not operate a website, such local educational agency shall determine how to make the information described in subparagraph (A) widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

"(3) LANGUAGE INSTRUCTION.—

"(A) NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program, of— "(i) the

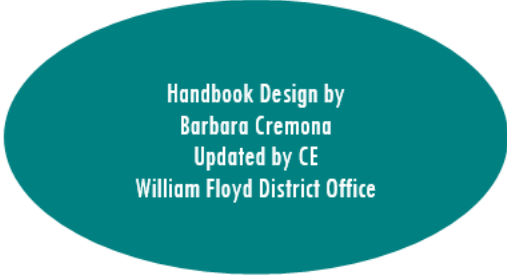
reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program; "(ii) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement; "(iii) the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction; "(iv) how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child; "(v) how such program will specifically help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; "(vi) the specific exit requirements of the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four year adjusted cohort graduation rates and ex17 tended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; "(vii) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child, as described in section "(viii) information pertaining to parental rights that includes written guidance— "(i) detailing the right that parents have to have their child immediately removed from such program upon their request; "(ii) detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and "(iii) assisting parents in selecting among various programs and methods of instruction, if more than program or method is offered by the eligible entity.

"(B) SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR.—For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the local educational agency shall notify the children's parents during the first 2 weeks of the child being placed in a language instruction educational program consistent with subparagraph (A).

"(C) PARENTAL PARTICIPATION.— "(i) IN GENERAL.—Each local educational agency receiving funds under this part shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can— "(i) be involved in the education of their children; and "(ii) be active participants in assisting their children to— "(aa) attain English proficiency; "(bb) achieve at high levels within a well-rounded education; and "(cc) meet the challenging State academic standards expected of all students. "(ii) REGULAR MEETINGS.—Implementing an effective means of outreach to parents under clause (i) shall include holding, and sending notice of opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III.

"(D) BASIS FOR ADMISSION OR EXCLUSION.—A student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. "(4) NOTICE AND FORMAT.—The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand."

**2022-2023**

A teal-colored oval graphic containing white text.

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