



## **YONKERS PUBLIC SCHOOLS**

**English Language Arts • Mathematics • Social Studies • Science**  
**Conceptual Understandings | Key Ideas | Required Skills**

**GRADE 3**

## **Power Standards for Academic Success Committee**

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The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. This blueprint will evolve with ongoing data-driven review and input from District practitioners.



**To Yonkers Public Schools Educators,**

The **Power Standards for Academic Success- Blueprint for Leveraging Grade Level Standards** for grades kindergarten through eight provide structures for teaching and learning in the Yonkers Public Schools for the 2020-2021 school year. Our collective experience with Distance Learning and social isolation from March through June 2020 helps guide our work moving forward. Technology driven flexible instruction is the “new” normal for education moving forward.

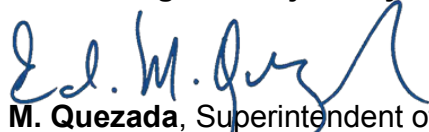
As the school district reopens following this extended school closure, it is evident that school leaders and teachers will need to devote time during the school day to address Social Emotional Learning (SEL) as well as learning gaps. In the upcoming school year teachers and students must focus on the most critical skills, in tandem with the full curriculum, when engaging in teaching and learning to mitigate the potential long-term learning gap impact. Therefore, in collaboration with school leaders, teachers and content directors, the District developed the **Power Standards for Academic Success** that is a plan to access grade level standards emphasizing depth over breadth in English language arts, math, science and social studies.

The Next Generation Learning Standards, the New York State P-12 Science Learning Standards, the New York State K-12 Social Studies Framework, and other New York State Education Department Office of Curriculum and Instruction guidelines *are still in place*. The **Power Standards** are not to be used as the full curriculum; school leaders and teachers must continue to consult State learning standards in their instruction. The Power Standards are to be used in conjunction with data-informed teaching and learning to adjust pacing of instruction and scaffold using a Multi-Tiered System of Supports to bridge learning from the previous school year.

The **Power Standards for Academic Success** are structured by grade level and content area as follows:

- ❖ **Conceptual Understanding**, or broad concepts for the grade level, communicate the big picture,
  - **Key Ideas** support that Conceptual Understanding,
    - **Required Skills** communicate what students should know and be able to do to succeed in the next grade level.

**With a collective, focused and relentless commitment we can, we must, reverse the impact COVID-19 has wielded on our students achievement and wellbeing. The 2020-2021 school year offers magnificent opportunities for creative innovative teaching and learning. I look forward to working with you as we navigate this journey for our students.**

  
Dr. Edwin M. Quezada, Superintendent of Schools



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 3	English Language Arts
<b>Conceptual Understanding: Oral and Written Language</b>	
<b>Key Idea:</b> Know and apply phonics and word analysis skills in decoding words	
<b>Required Skills:</b> Phonics and word recognition <ol style="list-style-type: none"> <li>a. Decode multi-syllabic words</li> <li>b. Identify, know the meaning of, and decode words with suffixes</li> <li>c. Recognize and read grade-appropriate irregularly spelled words</li> </ol>	
<b>Key Idea:</b> Demonstrate automaticity on grade level text	
<b>Required Skills:</b> Fluency <ol style="list-style-type: none"> <li>a. Read grade-level text with sufficient accuracy and fluency to support comprehension</li> <li>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ol>	
<b>Key Idea:</b> Demonstrate command of the conventions of academic English grammar and usage when writing and speaking	
<b>Required Skills:</b> Core conventions skills <ol style="list-style-type: none"> <li>a. Produce simple, compound, and complex sentences</li> <li>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences</li> <li>c. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</li> <li>d. Form and use regular and irregular plural nouns</li> <li>e. Use abstract nouns</li> <li>f. Form and use regular and irregular verbs</li> <li>g. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk)</li> <li>h. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking)</li> <li>i. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked)</li> <li>j. Use coordinating and subordinating conjunctions</li> <li>k. Use and identify prepositional phrase</li> <li>l. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons</li> <li>m. Correctly use frequently confused words (e.g., to, too, two; there, their)</li> </ol>	
<b>Key Idea:</b> Demonstrate command of the conventions of academic English, capitalization, punctuation, and spelling when writing	
<b>Required Skills:</b> Core punctuation and spelling skills <ol style="list-style-type: none"> <li>a. Use commas and quotation marks in dialogue</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> </ol>	

**Power Standards** in this Blueprint do not represent the total curriculum. The Power Standards, reflected as required skills in this document, are essential learning outcomes for students that provide direction for detailed instructional work plans in schools and District departments. For specific examples, please reference State learning standards.



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 3	English Language Arts
<p><b>Required Skills Continued:</b></p> <ul style="list-style-type: none"> <li>c. Use a comma before a coordinating conjunction in a compound sentence</li> <li>c. Use conventional spelling for high-frequency and other studied words and to add suffixes to base words (e.g., sitting, smiled, cries, happiness)</li> <li>d. Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words</li> <li>e. Spell grade-appropriate words correctly consulting references as needed</li> <li>f. Use quotation marks or italics to indicate titles of works</li> </ul>	
<p><b>Conceptual Understanding: Theme/Central Idea, Figurative Language and Text Features Contribute to a Deeper Comprehension of the Text</b></p>	
<p><b>Key Idea:</b> Key ideas and details</p>	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Develop and answer questions to locate relevant and specific details in a text to support an answer or inference</li> <li>b. Determine the theme or central idea and explain how it is supported by key details; summarize portions of the text</li> </ul>	
<p><b>Key Idea:</b> Craft and structure</p>	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Determine the meaning of words, phrases, figurative language, and academic and content-specific words</li> <li>b. In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene and stanza</li> </ul>	
<p><b>Key Idea:</b> Integration of knowledge and ideas</p>	
<p><b>Required Skills:</b></p> <ul style="list-style-type: none"> <li>a. Explain how specific illustrations or text features contribute to what is conveyed by the words in the text (e.g., create mood, emphasize character or setting), or determine where, when, why, and how key events occur</li> <li>b. Explain how claims in a text are supported by relevant reasons and evidence</li> </ul>	
<p><b>Conceptual Understanding: How to Write an Argumentative Piece to Support a Stated Claim</b></p>	
<p><b>Key Idea:</b> Writing</p>	
<p><b>Required Skills:</b> Write an argument to support claim(s), using clear reasons and relevant evidence</p> <ul style="list-style-type: none"> <li>a. Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically</li> <li>b. Use linking words and phrases to connect ideas within categories of information</li> <li>c. Provide a concluding statement or section related to the argument presented</li> <li>d. Conduct research to answer questions, including self-generated questions, and to build knowledge</li> </ul>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 3	English Language Arts
<b>Conceptual Understanding:</b> How to Engage in Accountable Conversations	
<b>Key Idea:</b> Speaking and listening	
<b>Required Skills:</b> Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others <ol style="list-style-type: none"><li>Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic</li><li>Ask questions to check understanding of information presented and link comments to the remarks of others</li><li>Explain their own ideas and understanding of the discussion</li></ol>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade 3</b>	<b>Math</b>
<b>Conceptual Understanding: Operations and Algebraic Thinking</b>	
<b>Key Idea:</b> Represent and solve problems involving multiplication and division	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Understand multiplication by thinking about groups of objects (e.g., interpret <math>5 \times 7</math> as the total number of objects in 5 groups of 7 objects each)</li> <li>b. Understand division by thinking about how one group can be divided into smaller groups (e.g., interpret <math>56 \div 8</math> as the number of objects in each share when 56 objects are partitioned equally into 8 shares)</li> <li>c. Use multiplication and division within 100 to solve word problems</li> </ul>	
<b>Key Idea:</b> Understand properties of multiplication and the relationship between multiplication and division	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Use the commutative and associative property of multiplication</li> <li>b. Use the distributive property of multiplication</li> <li>c. Find the answer to a division problem by thinking of the missing factor in a multiplication problem (e.g., I can figure out <math>32 \div 8 =</math> because I know that <math>8 \times 4 = 32</math>)</li> </ul>	
<b>Conceptual Understanding: Number and Operation – Fractions</b>	
<b>Key Idea:</b> Develop understanding of fractions as numbers	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Show and understand that fractions are equal parts of a whole</li> <li>b. Label fractions on a number line because the space between any two numbers can be thought of as a whole</li> <li>c. Explain in words or pictures how two fractions can sometimes be equal</li> <li>d. Compare fractions by reasoning about their size</li> <li>e. Show whole numbers as fractions (<math>3 = 3/1</math>)</li> <li>f. Recognize fractions that are equal to one whole (<math>1 = 4/4</math>)</li> </ul>	
<b>Conceptual Understanding: Measurement and Data</b>	
<b>Key Idea:</b> Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Tell and write time to the nearest minute</li> <li>b. Measure time in minutes</li> <li>c. Solve telling time word problems by adding and subtracting minutes</li> </ul>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade 3</b>	<b>Math</b>
<b>Required Skills Continued:</b> <ul style="list-style-type: none"><li>d. Measure liquids and solids with liters, grams and kilograms</li><li>e. Use addition, subtraction, multiplication and division to solve word problems involving mass and volume</li></ul>	
<b>Key Idea:</b> Geometric measurement: area in relation area to multiplication and to addition	
<b>Required Skills:</b> <ul style="list-style-type: none"><li>a. Area of plane shapes can be measured in square units</li><li>b. Measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units)</li><li>c. Measure area by using what students know about multiplication and addition</li></ul>	





## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 3	Science
<b>Conceptual Understanding: Forces and Interactions</b>	
<b>Key Idea:</b> Asking questions and defining problems	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other</li> <li>b. Define a simple design problem that can be solved by applying scientific ideas about magnetism</li> </ul>	
<b>Key Idea:</b> Planning and carrying out investigations	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Make observations and/or a measurement of an object's motion to provide evidence that a pattern can be used to predict future motion</li> <li>b. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object</li> </ul>	
<b>Conceptual Understanding: Interdependent Relationships in Ecosystems</b>	
<b>Key Idea:</b> Analyzing and interpreting data	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Construct an argument that some animals form groups that help members survive</li> <li>b. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago</li> </ul>	
<b>Key Idea:</b> Engaging in argument from evidence	
<b>Required Skills:</b> 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	
<b>Conceptual Understanding: Inheritance and Variation: Life Cycles and Traits</b>	
<b>Key Idea:</b> Constructing explanations and designing solutions	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Use evidence to support the explanation that traits can be influenced by the environment</li> <li>b. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving</li> </ul>	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade 3</b>	<b>Science</b>
<b>Conceptual Understanding: Weather and Climate</b>	
<b>Key Idea:</b> Obtaining, evaluating, and communicating information	
<b>Required Skills:</b> <ul style="list-style-type: none"><li>a. Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems</li><li>b. Represent data in tables and graphical displays to describe typical weather conditions expected during a season</li><li>c. Obtain and combine information to describe climates in different regions of the world</li></ul>	



## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

Grade 3	Social Studies
<b>Conceptual Understanding: Geographic Factors Influence Settlement and how to Adapt and Modify Environment to Meet Needs</b>	
<b>Key Idea:</b> Geographic factors often influence where people settle and form communities	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations</li> <li>b. Investigate the lifestyle of the people who live in each of the selected world communities and how the lifestyles have been influenced by geographic factors</li> </ul>	
<b>Key Idea:</b> People adapt to and modify their environment in different ways to meet their needs	
<b>Required Skills:</b>	
<ul style="list-style-type: none"> <li>a. Examine how each selected world community has adapted to and/or modified its environment to meet its needs</li> <li>b. Investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community</li> <li>c. Explore actions that are being taken to protect the environment in the selected world communities and in their own community</li> </ul>	
<b>Conceptual Understanding: Governments have the Authority to Make and Enforce Laws</b>	
<b>Key Idea:</b> The U.S. government is based on democratic principles. The fundamental principles of other governments may be similar or different from those of the U.S.	
<b>Required Skills:</b> Examine the type of government found in each of the at least two other selected world communities and compare and contrast them with the U.S. government	
<b>Key Idea:</b> The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.	
<b>Required Skills:</b> Examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the U.S.	
<b>Key Idea:</b> Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing them	
<b>Required Skills:</b> Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the U.S. as well as in selected world communities	

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## Blueprint for Leveraging Grade Level Standards English Language Arts, Math, Science, and Social Studies

<b>Grade 3</b>	<b>Social Studies</b>
<b>Key Idea:</b> 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 more than in others	
<b>Required Skills:</b> Examine the role of the citizen in each selected world community and how this role is similar or different from the role a citizen plays in the U.S. as well as in other selected world communities	



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2020-2021

