

Literacy Standards Progress	Skills and Resources
Key Ideas and Details (R.3.1, R.3.2, R.3.3)	<p>Using evidence to prove a point:</p> <ul style="list-style-type: none"> When students are reading at home, ask them questions about the book they're reading. When they give you an answer, encourage them to share evidence by asking: <ul style="list-style-type: none"> How do you know? What's your evidence? What in the text makes you think that? <p>Understanding the plot of a fiction text:</p> <ul style="list-style-type: none"> When students are reading at home, prompt them to retell a chapter or section that they just read. Listen for mentions of a problem, attempts to resolve the problem, and potentially a solution. Ask your student about a lesson they learned recently in a book or short story from school <p>Getting to know characters in a fiction text:</p> <ul style="list-style-type: none"> Ask your student to tell you about a character that they've learned about in school. When students are reading at home, ask them what big ideas they just learned about a character in that story. You can use the following questions to prompt your student to share more information about a character: <ul style="list-style-type: none"> What's the character's major problem? What's the character doing to try to make their problem better? What's the character like? Describe their personality. Would you want to be friends with this character? Why or why not? Who are the other important characters in the story? What is this character's relationship to them? <p>Determining the main idea of a nonfiction text:</p> <ul style="list-style-type: none"> When students are reading at home, ask them questions that will allow them to demonstrate understanding of the text by asking: <ul style="list-style-type: none"> What's this text mostly about? What's the main idea of this text? What's the author's point of view on this topic? What were the 2-3 most important things you learned in this book?
Craft and Structure (R.3.4, R.3.5, R.3.6)	<p>Building vocabulary:</p> <ul style="list-style-type: none"> When your student is stuck on a word, encourage them to use clues in the text (such as pictures, other words in the sentence, or ideas from that paragraph) to help figure it out Consider keeping a running list of vocabulary words that students can add to at home as they're reading <p>Text features: A text feature is component of a non-fiction text that is not the main body of text. Some examples include: table of contents, headings, photographs, captions, and maps.</p> <ul style="list-style-type: none"> Ask your student to explain text features to you when they come across them. Ask them why they think the author included the text feature Ask them what in the text the text feature helps them better understand

GR03 Standards Resource Sheet

Math Standards Progress	Skills and Resources
Operations and Algebraic Thinking (3.OA)	<ul style="list-style-type: none"> Have your student set out groups of small objects in arrays (equal groups in rows and columns) and write the accompanying multiplication equation Encourage your student to practice multiplication facts for 2s, 3s, 4s, 5s, and 10s until they know them fluently Resources and videos can be found here: https://goo.gl/wiERxT and https://goo.gl/UEHtEf
Number and Operations in Base Ten (3.NBT)	<ul style="list-style-type: none"> Round numbers to the nearest ten and hundred Practice addition and subtraction with three-digit numbers, e.g., $543 - 192$ Help your student notice related math facts, e.g. $4 \times 2 = 8$, $4 \times 20 = 80$, $40 \times 2 = 80$ Resources and videos can be found here: https://goo.gl/pZAJh8
Number and Operations-Fractions (3.NF)	<ul style="list-style-type: none"> Help students practice partitioning household items (pieces of paper, portions of food, a pack of crayons, etc.) into equal parts Resources and videos can be found here: https://goo.gl/CX94UE
Measurement and Data (3.MD)	<ul style="list-style-type: none"> Practice drawing simple two dimensional rectangular shapes and calculating the area using multiplication Ask your student to help with all kinds of measurement around the house Continue to practice telling time to the minute, and begin to ask questions about elapsed time, e.g., "How many minutes have passed since we got home from school?" Resources and videos can be found here: https://goo.gl/C18w2X
Geometry (3.G)	<ul style="list-style-type: none"> Ask your student about the attributes of basic shapes that you encounter (how many sides, are the angles equal, are the sides the same length, are they parallel, etc.) Resources and videos can be found here: https://goo.gl/C18w2X

GR03 Standards Resource Sheet

Science Standards Progress	Skills and Resources
Earth Science (3-ESS2-1, 3-ESS2-2, 3-ESS2-3, 3-ESS3-1)	<p><i>Earth's Systems; Earth and Human Activity</i></p> <ul style="list-style-type: none"> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Obtain and combine information to describe climates in different regions of the world. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods
Physical Science (3-PS2-1, 3-PS2-2, 3-PS2-3, 3-PS2-4)	<p><i>Motion and Stability: Forces and Interactions</i></p> <ul style="list-style-type: none"> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Define a simple design problem that can be solved by applying scientific ideas about magnets
Life Science (3-LS1-1, 3-LS2-1, 3-LS3-1, 3-LS3-2, 3-LS4-1, 3-LS4-2, 3-LS4-3, 3-LS4-4)	<p>Structures and Process: From Molecules to Organisms; Ecosystems: Interactions, Energy, and Dynamics; Heredity: Inheritance and Variation of Traits; Biological Evolution: Unity and Diversity</p> <ul style="list-style-type: none"> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Construct an argument that some animals form groups that help members survive 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. Use evidence to support the explanation that traits can be influenced by the environment. Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago 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. 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. 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. Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.
Science and Engineering Practices (3-5ETS1-1, 3-5ETS1-2, 3-5ETS1-3)	<p>Engineering Design</p> <ul style="list-style-type: none"> Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.