BILOXI PUBLIC SCHOOL DISTRICT

3rd Grade English Language Arts

2023-2024

Finalized May 12, 2023

Term 1 (Page 1)

Reading Literature (RL)

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions.

Reading Informational Text (RI)

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Writing (W)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **a.** Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- **b.** Develop the topic with facts, definitions, and details.
- **c.** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- **d.** Provide a concluding statement or section.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in 1-3 above.)
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3).
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
W.3.7 Conduct short research projects that build knowledge about a topic.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Reading Foundational Skills (RF)

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- **c.** Decode multi-syllable words.
- **d.** Read grade-appropriate irregularly spelled words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
- **a.** Read grade-level text with purpose and understanding.
- **b.** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Term 1 (Page 2)

Speaking and Listening (SL)

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

- **a.** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **b.** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **c.** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **d.** Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.3.6 Speak in complete sentences when appropriate to the task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Language (L)

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

- **a.** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- **c.** Use abstract nouns (e.g., childhood).
- **i.** Produce simple sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **a.** Capitalize appropriate words in titles.
- **f.** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **a**. Use sentence-level context as a clue to the meaning of a word or phrase.
- **b.** 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).
- **c.** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **b.** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Term 2

Reading Literature (RL)

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

Continue to review and reinforce RL.3.1, **RL.3.2**, **RL.3.3**.

Reading Informational Text (RI)

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
RI.3.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
RI.3.6 Distinguish their own point of view from that of the author of a text.

Continue to review and reinforce RI.3.1, **RI.3.2**, **RI.3.3**.

Writing (W)

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **a.** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **b.** Provide reasons that support the opinion.
- **c.** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinions and reasons.
- **d.** Provide a concluding statement or section.

Continue to review and reinforce Production of Writing (W.3.4, W.3.5, W.3.6), Research to Build and Present Knowledge (W.3.7, W.3.8), and Range or Writing (W.3.10).

Reading Foundational Skills (RF)

RF.3.3 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 derivational suffixes.

Continue to review and reinforce Phonics and Word Recognition (RF.3.3 c, d), and Fluency (RF.3.4 a, b, c).

Speaking and Listening (SL)

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 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.
Continue to review and reinforce Comprehension and Collaboration (S.3.1, SL.3.2), and Presentation of Knowledge and Ideas (SL.3.5, SL.3.6).

Language (L)

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- **b.** Form and use regular and irregular plural nouns.
- **d.** Form and use regular and irregular verbs.
- **e.** Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- **f.** Ensure subject-verb and pronoun-antecedent agreement.
- **h.** Use coordinating conjunctions.
- **i.** Produce compound sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **c.** Use commas and quotation marks in dialogue.
- **e.** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- **g.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **a.** Choose words and phrases for effect.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **d.** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.

L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **a.** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Term 3

Reading Literature (RL)	Reading Informational Text (RI)
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **Continue to review and reinforce RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6.**	**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic. **Continue to review and reinforce RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6.**

Writing (W)

W.3.3 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; organize an event sequence that unfolds naturally.
- **b.** Use dialogue and 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 sense of closure.

Continue to review and reinforce Production of Writing (W.3.4, W.3.5, W.3.6), Research to Build and Present Knowledge (W.3.7, W.3.8), and Range or Writing (W.3.10).

Reading Foundational Skills (RF)

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- **b.** Decode words with common Latin suffixes.

Continue to review and reinforce Phonics and Word Recognition (RF.3.3 a, c, d), and Fluency (RF.3.4a, b, c).

Speaking and Listening (SL)

Continue to review and reinforce Comprehension and Collaboration (SL.3.1, SL.3.2, SL.3.3), and Presentation of Knowledge and Ideas (SL.3.4, SL. 3.5, SL. 3.6).

Language (L)

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
- **g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- **h.** Use subordinating conjunctions.
- **i.** Produce complex sentences.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **b.** Use commas in addresses.
- **d.** Form and use possessives.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **b.** Recognize and observe differences between the conventions of spoken and written standard English.

L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **c.** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Continue to review and reinforce Language Standards (L.3.1 a, b, c, d, e, f, L.3.2 a, c, e, f, g, L.3.3a, L.3.4 a, b, c, d, L.3.5 a, b).

Term 4	
Reading Literature (RL)	**Reading Informational Text (RI)**
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. **Continue to review and reinforce RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9.**	**RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **Continue to review and reinforce RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9.**
Writing (W)	
Continue to review and reinforce Text Types and Purposes (W.3.1, W.3.2, W.3.3), Production of Writing (W.3.4, W.3.5, W.3.6), Research to Build and Present Knowledge (W.3.7, W.3.8), and Range or Writing (W.3.10).	
Reading Foundational Skills (RF)	
Continue to review and reinforce Phonics and Word Recognition (RF.3.3 a, b, c, d), and Fluency (RF.3.4 a, b, c).	
Speaking and Listening (SL)	
Continue to review and reinforce Comprehension and Collaboration (SL.3.1, SL.3.2, SL.3.3), and Presentation of Knowledge and Ideas (SL.3.4, SL. 3.5, SL. 3.6).	
Language (L)	
Continue to review and reinforce Language Standards (L.3.1 a, b, c, d, e, f,g, h, i, L.3.2 a, b, c, d, e, f, g, L.3.3 a, L.3.4 a, b, c, d, L.3.5 a, b, c).	

3rd Grade ELA

Standard Mastery activities will be drafted by Ready.
Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments.

Term 1 : Ready Lessons 1-8

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	RI 3.1 - Form A RI 3.2 - Form A	August 7th - August 18th	**Test 1:** **25 Questions**	RI 3.1 RI 3.2	August 14th - August 25th
Standard Mastery 2: **6 Questions**	RL 3.1 - Form B	August 28th - September 8th	**Test 2:** **27 Questions**	RI 3.3 RL 3.1	September 4th - September 15th
Standard Mastery 3: **12 Questions**	RL 3.2 - Form A RL 3.3 - Form A	September 18th - September 29th	**Test 3:** **29 Questions**	RL 3.2 RL 3.3	Septemebr 18th - September 29th

Term 1 CTA: RI 3.1, RI 3.2, RI 3.3, RL 3.1, RL 3.2, RL 3.3
Writing CTA: Informative

Term 2 : Ready Lessons 9-16

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	RI 3.4 - Form A RL 3.4 - Form A	October 23rd - November 3rd	**Test 1:** **30 Questions**	RI 3.4 RL 3.4	October 30th - November 10th
Standard Mastery 2: **6 Questions**	RI 3.6 - Form B	November 6th - November 17th	**Test 2:** **32 Questions**	RI 3.6 RL 3.6	November 13th - November 24th
Standard Mastery 3: **6 Questions**	RL 3.6 - Form A	November 13th - November 24th	**Test 3:** **34 Questions**	RI 3.5 RL 3.5	December 4th - December 15th

Term 2 CTA: RI 3.4, RL 3.4, RI 3.6, RL 3.6, RI 3.5, RL 3.5
Writing CTA: Opinion

Term 3 : Ready Lessons 17-22					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Standard Mastery 1: **12 Questions**	RI 3.7 - Form B RL 3.7 - Form B	January 22nd - February 2nd	**Test 1:** **35 Questions**	RI 3.7 RL 3.7	January 29th - February 9th
Standard Mastery 2: **6 Questions**	RI 3.8 - Form A	February 5th - February 16th	**Test 2:** **38 Questions**	RI 3.8	February 5th - February 16th
Standard Mastery 3: **12 Questions**	RI 3.9 - B RL 3.9 - A	February 26th - March 8th	**Test 3:** **40 Questions**	RI 3.9 RL 3.9	March 4th - March 15th
Term 3 CTA: RI 3.7, RL 3.7, RI 3.8, RI 3.9, RL 3.9 **Writing CTA:** Narrative					
Term 4 **These fields will be left blank. Each school site will determine how and when things are tested due to varying testing schedules.**					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Activity 1: **_____ Questions**			**Test 1:** **_____ Questions**		
Activity 2: **_____ Questions**			**Test 2:** **_____ Questions**		
Activity 3: **_____ Questions**			**Test 3:** **_____ Questions**		

BILOXI PUBLIC SCHOOL DISTRICT

3rd Grade Math

2023-2024

Finalized May 12, 2023

Term 1

Operations and Algebraic Thinking (OA)

3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7. (Lesson 4)

3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (1) See Glossary, Table 2. (Lessons 5-7)

3.OA.5 Apply properties of operations as strategies to multiply and divide.2 Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) (2) Students need not use formal terms for these properties. (Lessons 6-8)

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers, and fully understand the concept when a remainder does not exist under division. (Lessons 5-7)

3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. (Lesson 13)

Number and Operations in Base Ten (NBT)

3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100. (4) A range of algorithms may be used. (Lesson 1)

3.NBT.2 Fluently add and subtract (including subtracting across zeros) within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. Include problems with whole dollar amounts. (4) A range of algorithms may be used. (Lesson 2 &3)

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations. (4) A range of algorithms may be used. (Lessons 9)

Measurement and Data (MD)

No new standards this term.

Geometry (G)

No new standards this term.

Number and Operations - Fractions (NF)

No new standards this term.

(Use Teacher made MAAP practice to introduce these standards)
3.MD.1- Review telling and write time to the nearest hour & half hour (continue daily throughout the year)

Term 2

Operations and Algebraic Thinking (OA)

3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8. (Lesson 10)

3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 = _ ÷ 3, 6 × 6 =? (Lesson 12)

3.OA.6 Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8 with no remainder. (Lesson 11)

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. Limited to problems posed with whole numbers & having whole-number answers; students should perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (Lesson 18)

Continue to review and reinforce 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, and 3.OA.9.

Number and Operations in Base Ten (NBT)	Geometry (G)	Number and Operations - Fractions (NF)
No new standards this term. **Continue to review and reinforce 3.NBT.1, 3.NBT.2, and 3.NBT.3.**	No new standards this term.	No new standards this term.

Measurement and Data (MD)

3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (6) Excludes compound units such as cm3 and finding the geometric volume of a container. Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (7) Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2). (Lessons 28 &29)

3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.

- **a.** 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. (Lessons 14)
- **b.** 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. (Lesson 14)

3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (Lesson 14)

3.MD.7 Relate area to the operations of multiplication and addition.

- **a.** Relate area to the operations of multiplication and addition. 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. (Lesson 15)
- **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. (Lesson 15)
- **c.** Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning. (Lesson 16)
- **d.** Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems. (Lesson 16)

3.MD.8 Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (Lesson 32)

Term 3

Operations and Algebraic Thinking (OA)

No new standards this term.

Continue to review and reinforce 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, and 3.OA.9.

Number and Operations in Base Ten (NBT)

No new standards this term.

Continue to review and reinforce 3.NBT.1, 3.NBT.2, and 3.NBT.3.

Measurement and Data (MD)

3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (Lesson 27)
3.MD.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 scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets. (Lesson 19)
3.MD.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. (Lesson 26)

Continue to review and reinforce 3. MD.2, 3.MD.5 (a,b), 3.MD.6, 3.MD.7 (a, b, c, d), and 3.MD.8

Geometry (G)

3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. (Lesson 33)

Number and Operations - Fractions (NF)

3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size 1/b. Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8. (Lesson 20)
3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- **a.** Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. (5) limited to fractions with denominators 2, 3, 4, 6, and 8 (Lesson 21)
- **b.** Represent a fraction a/b on a number line diagram by marking off a length 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (5) limited to fractions with denominators 2, 3, 4, 6, and 8 (Lesson 21)

3.NF.3 Explain the equivalence of fractions in special cases, 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. (Lesson 22)
- **b.** Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (5) limited to fractions with denominators 2, 3, 4, 6, and 8 (Lesson 23)
- **c.** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. (5) limited to fractions with denominators 2, 3, 4, 6, and 8 (Lesson 23)
- **d.** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (5) limited to fractions with denominators 2, 3, 4, 6, and 8 (Lesson 24 &25)

(Use Teacher made MAAP practice to introduce these standards)
3.G.1 – Introduce shapes. (Examples: rhombuses, rectangles, and squares...)

<table>
<tr><th colspan="2">Term 4</th></tr>
<tr><th>Operations and Algebraic Thinking (OA)</th><th>Number and Operations in Base Ten (NBT)</th></tr>
<tr><td>No new standards this term.

Continue to review and reinforce 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, and 3.OA.9.</td><td>No new standards this term.

Continue to review and reinforce 3.NBT.1, 3.NBT.2, and 3.NBT.3.</td></tr>
<tr><th>Measurement and Data (MD)</th><th>Geometry (G)</th></tr>
<tr><td>No new standards this term.

Continue to review and reinforce 3.MD.1, 3. MD.2, 3.MD.3, 3.MD.4, 3.MD.5 (a,b), 3.MD.6, 3.MD.7 (a, b, c, d), and 3.MD.8.</td><td>3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (Lessons 30 & 31)

Continue to review and reinforce 3.G.2.</td></tr>
<tr><th colspan="2">Number and Operations - Fractions (NF)</th></tr>
<tr><td colspan="2">No new standards this term.</td></tr>
</table>

3rd Grade Math

Standard Mastery activities will be drafted by Ready.
Tests will be drafted by coaches and revised based on teacher feedback. The standards listed are priority standards. Once a standard has been assessed, it may be spiraled into other assessments. There will be approximately 5 spiral review questions per test.

Term 1 : Ready Lessons 0-9, 13

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **6 Questions**	3.OA.1 - Form A	August 21st - September 1st	**Test 1:** **20 Questions**	3.NBT.1 3.NBT.2	August 14th - August 25th
Power Check 1: **10 Questions**	3.NBT.1 3.NBT.2 3.OA.1	September 5th - September 15th	**Test 2:** **20 Questions**	3.OA.1 3.OA.3 3.OA. 7	August 28th - September 8th
Standard Mastery 2: **12 Questions**	3.OA.5 - Form A 3.NBT.3 - Form A	September 18th - September 29th	**Test 3:** **20 Questions**	3.OA.3 3.OA.5 3.OA.7	September 11th - September 22nd
Term 1 CTA: 3.NBT.1, 3.NBT.2, 3.NBT.3, 3.OA.1, 3.OA.3, 3.OA.5, 3.OA.7, and 3.OA.9					

Term 2 : Ready Lessons 10-12, 14-18, 28-29, 32

Activities:	Standards:	Testing Window:	Tests:	Standards:	Testing Window:
Standard Mastery 1: **12 Questions**	3.OA.4 - Form B 3.OA.7 - Form A	October 16th - October 27th	**Test 1:** **25 Questions**	3. OA.2, 3.OA.6, 3.OA.4, 3.OA.8	October 23rd - November 3rd
Standard Mastery 2: **6 Questions**	3.MD.5 - Form A 3.MD.6 - Form A	October 30th - November 10th	**Test 2:** **25 Questions**	3.MD.5, 3.MD.7, 3.MD.8	November 6th - November 17th
Power Check 1: **10 Questions**	3.OA.3 3.OA.8	November 13th - December 1st	**Test 3:** **25 Questions**	3.MD.2	December 4th - December 15th
Term 2 CTA: 3.OA.2, 3.OA.4, 3.OA.6, 3.OA.8, 3.MD.2, 3.MD.5 a, b, 3.MD.6, 3.MD.7 a, b, c, d, and 3.MD.8.					

Term 3 : Ready Lessons 19-27, 33					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Power Check 1: **10 Questions**	3.NF.1 3.NF.2	January 29th - February 9th	**Test 1:** **30 Questions**	3.NF.1 3.NF.2	January 16th - January 26th
Power Check 2: **10 Questions**	3.NF.3	February 5th - February 23rd	**Test 2:** **30 Questions**	3.NF.3	February 19th - March 1st
Power Check 3: **10 Questions**	3.MD.4 3.MD.1	February 26th - March 8th	**Test 3:** **30 Questions**	3.MD.4 3.MD.1	March 4th - March 15th
Term 3 CTA: 3.MD.1, 3.MD.3, 3.MD.4, 3.NF.1, 3.NF.2 a, b, 3.NF.3 a, b, c, d, and 3.G.2.					
Term 4 : Ready Lessons 30-31 **These fields will be left blank. Each school site will determine how and when things are tested due to varying testing schedules.**					
Activities:	**Standards:**	**Testing Window:**	**Tests:**	**Standards:**	**Testing Window:**
Activity 1: **_____ Questions**			**Test 1:** **_____ Questions**		
Activity 2: **_____ Questions**			**Test 2:** **_____ Questions**		
Activity 3: **_____ Questions**			**Test 3:** **_____ Questions**		
Term 4 CTA:					

BILOXI PUBLIC SCHOOL DISTRICT

3rd Grade Science

Interactions within an Environment

2023-2024

Finalized May 12, 2023

Term 1	
Physical Science (P)	
Standards	**Performance Objectives**
P.3.5 Organization of Matter and Chemical Interactions *Conceptual Understanding: Matter is made up of particles that are too small to be seen. Even though the particles are very small, the movement and spacing of these particles determine the basic properties of matter. Matter exists in several different states and is classified based on observable and measurable properties. Matter can be changed from one state to another when heat (i.e., thermal energy) is added or removed.* **P.3.5** Students will demonstrate an understanding of the physical properties of matter to explain why matter can change states between a solid, liquid, or gas dependent upon the addition or removal of heat.	**P.3.5.1** Plan and conduct scientific investigations to determine how changes in heat (i.e., an increase or decrease) change matter from one state to another (e.g., melting, freezing, condensing, boiling, or evaporating). **P.3.5.2** Develop and use models to communicate the concept that matter is made of particles too small to be seen that move freely around in space (e.g., inflation and shape of a balloon, wind blowing leaves, or dust suspended in the air). **P.3.5.3** Plan and conduct investigations that particles speed up or slow down with addition or removal of heat.
P.3.6 Motions, Forces, and Energy *Conceptual Understanding: Magnets are a specific type of solid that can attract and repel certain other kinds of materials, including other magnets. There are some materials that are neither attracted to nor repelled by magnets. Because of their special properties, magnets are used in various ways. Magnets can exert forces—a push or a pull—on other magnets or magnetic materials, causing energy transfer between them, even when the objects are not touching.* **P.3.6** Students will demonstrate an understanding of magnets and the effects of pushes, pulls, and friction on the motion of objects.	**P.3.6.1** Compare and contrast the effects of different strengths and directions of forces on the motion of an object (e.g., gravity, polarity, attraction, repulsion, or strength). **P.3.6.2** Plan an experiment to investigate the relationship between a force applied to an object (e.g., friction, gravity) and resulting motion of the object. **P.3.6.3** Research and communicate information to explain how magnets are used in everyday life. **P.3.6.4** Define and solve a simple design problem by applying scientific ideas about magnets (e.g., can opener, door latches, paper clip holders, finding studs in walls, magnetized paint). Use an engineering design process to define the problem, design, construct, evaluate, and improve the magnet.

Term 2	
Life Science (L)	
Standards	**Performance Objectives**
L.3.1 Hierarchical Organization *Conceptual Understanding: Plants and animals have physical characteristics and features that allow them to receive information from the environment. Structural adaptations within groups of plants and animals allow them to better survive and reproduce in an environment.* **L.3.1** Students will demonstrate an understanding of internal and external structures in plants and animals and how they relate to their growth, survival, behavior, and reproduction within an environment.	**L.3.1.1** Examine evidence to communicate information that the internal and external structures of animals (e.g., heart, stomach, bone, lung, brain, skin, ears, appendages) function to support survival, growth, and behavior. **L.3.1.2** Examine evidence to communicate information that the internal and external structures of plant (e.g., thorns, leaves, stems, roots, or colored petals) function to support survival, growth, behavior, and reproduction. **L.3.1.3** Obtain and communicate examples of physical features or behaviors of vertebrates and invertebrates and how these characteristics help them survive in particular environments, (e.g., animals hibernate, migrate, or estivate to stay alive when food is scarce or temperatures are not favorable).
L.3.2 Reproduction and Heredity *Conceptual Understanding: Scientists have identified and classified many types of plants and animals. Some characteristics and traits that organisms have are inherited, and some result from interactions with the environment.* ***L.3.2*** Students will demonstrate an understanding that through reproduction, the survival and physical features of plants and animals are inherited traits from parent organisms but can also be influenced by the environment.	**L.3.2.1** Identify traits and describe how traits are passed from parent organism(s) to offspring in plants and animals. **L.3.2.2** Describe and provide examples of plant and animal offspring from a single parent organism (e.g., bamboo, fern, or starfish) as being an exact replica with identical traits as the parent organism. **L.3.2.3** Describe and provide examples of offspring from two parent organisms as containing a combination of inherited traits from both parent organisms. **L.3.2.4** Obtain and communicate data to provide evidence that plants and animals have traits inherited from both parent organisms and that variations of these traits exist in groups of similar organisms (e.g., flower colors in pea plants or fur color and pattern in animal offspring). **L.3.2.5** Research to justify the concept that traits can be influenced by the environment (e.g., stunted growth in normally tall plants due to insufficient water, changes in an arctic fox's fur color due to light and/or temperature, or flamingo plumage).
L.3.4 Adaptations and Diversity *Conceptual Understanding**:** When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Scientists can obtain historical information from fossils to provide evidence of both the organism and environments in which they live.* **L.3.4** Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.	**L.3.4.3** Analyze and interpret data to explain how variations in characteristics among organisms of the same species may provide advantages in surviving, finding mates, and reproducing (e.g., plants with larger thorns being less likely to be eaten by predators or animals with better camouflage colorations being more likely to survive and bear offspring).
Continue to review and reinforce P.3.5 and P.3.6.	

Term 3	
Earth and Space Science (E)	
Standards	**Performance Objectives**
E.3.7 Earth's Structure and History *Conceptual Understanding: Since its formation, the Earth has undergone a great deal of geological change driven by its composition and systems. Scientists use many methods to learn more about the history and age of Earth. Earth materials include rocks, soils, water, and gasses. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock, partly from plant remains, and contains many living organisms.* **E.3.7A** Students will demonstrate an understanding of the various processes involved in the rock cycle, superposition of rock layers, and fossil formation.	**E.3.7A.1** Plan and conduct controlled scientific investigations to identify the processes involved in forming the three major types of rock, and investigate common techniques used to identify them. **E.3.7A.2** Develop and use models to demonstrate the processes involved in the development of various rock formations, including superposition, and how those formations can fracture and move over time. **E.3.7A.3** Ask questions to generate testable hypotheses regarding the formation and location of fossil types, including their presence in some sedimentary rock.
Conceptual Understanding: Earth has an active mantle, which interacts with the Earth's crust to drive plate tectonics and form new rocks. Resulting surface features change through interactions with water, air, and living things. Waves, wind, water, and ice shape and reshape the Earth's land surface by eroding rock and soil in some areas and depositing them in other areas. Scientists use many methods to learn more about the history and age of Earth. **E.3.7B** Students will demonstrate an understanding of the composition of Earth and the processes which change Earth's landforms.	**E.3.7B.1** Obtain and evaluate scientific information (e.g. using technology) to describe the four major layers of Earth and the varying compositions of each layer. **E.3.7B.2** Develop and use models to describe the characteristics of Earth's continental landforms and classify landforms as volcanoes, mountains, valleys, canyons, planes, and islands. **E.3.7B.3** Develop and use models of weathering, erosion, and deposition processes which explain the appearance of various Earth features (e.g., the Grand Canyon, Arches National Park in Utah, Plymouth Bluff in Columbus, or Red Bluff in Marion County, Mississippi). **E.3.7B.4** Compare and contrast constructive (e.g., deposition, volcano) and destructive (e.g., weathering, erosion, earthquake) processes of the Earth.
Continue to review and reinforce P.3.5, P.3.6, L.3.1, L.3.2, and L.3.4.	

Term 4	
Life Science (L)	
Standards	**Performance Objectives**
L.3.4 Adaptations and Diversity *Conceptual Understanding: When the environment or habitat changes, some plants and animals survive and reproduce, some move to new locations, and some die. Scientists can obtain historical information from fossils to provide evidence of both the organism and environments in which they live.* **L.3.4** Students will demonstrate an understanding of how adaptations allow animals to satisfy life needs and respond both physically and behaviorally to their environment.	**L.3.4.1** Obtain data from informational text to explain how changes in habitats (both those that occur naturally and those caused by organisms) can be beneficial or harmful to the organisms that live there. **L.3.4.2** Ask questions to predict how natural or man-made changes in a habitat cause plants and animals to respond in different ways, including hibernating, migrating, responding to light, death, or extinction (e.g., sea turtles, the dodo bird, or nocturnal species). **L.3.4.4** Define and improve a solution to a problem created by environmental changes and any resulting impacts on the types of density and distribution of plant and animal populations living in the environment (e.g., replanting sea oats in coastal areas or developing or preserving wildlife corridors and green belts). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment. **L.3.4.5** Construct scientific argument using evidence from fossils of plants and animals that lived long ago to infer the characteristics of early environments (e.g., marine fossils on dry land, tropical plant fossils in arctic areas, or fossils of extinct organisms in any environment).
Earth and Space Science (E)	
Standards	**Performance Objectives**
E.3.9 Earth's Systems and Cycles *Conceptual Understanding: The Earth's land can be situated above or submerged below water. Water in the atmosphere changes states according to energy levels driven by the sun and its interactions with various Earth components, both living and non-living. The downhill movement of water as it flows to the ocean shapes the appearance of the land.* **E.3.9** Students will demonstrate an understanding of how the Earth's systems (i.e., geosphere, hydrosphere, atmosphere, and biosphere) interact in multiple ways to affect Earth's surface materials and processes.	**E.3.9.1** Develop models to communicate the characteristics of the Earth's major systems, including the geosphere, hydrosphere, atmosphere, and biosphere (e.g., digital models, illustrations, flip books, diagrams, charts, tables). **E.3.9.2** Construct explanations of how different landforms and surface features result from the location and movement of water on Earth's surface (e.g., watersheds, drainage basins, deltas, or rivers). **E.3.9.3** Use graphical representations to communicate the distribution of freshwater and saltwater on Earth (e.g., oceans, lakes, rivers, glaciers, groundwater, or polar ice caps).
E.3.10 Earth's Resources *Conceptual Understanding: Earth is made of materials that provide resources for human activities, and their use affects the environment in multiple ways. Some resources are renewable and others are not.* **E.3.10** Students will demonstrate an understanding that all materials, energy, and fuels that humans use are derived from natural sources.	**E.3.10.1** Identify some of Earth's resources that are used in everyday life such as water, wind, soil, forests, oil, natural gas, and minerals and classify as renewable or nonrenewable. **E.3.10.2** Obtain and communicate information to exemplify how humans attain, use, and protect renewable and nonrenewable Earth resources. **E.3.10.3** Use maps and historical information to identify natural resources in the state connecting (a) how resources are used for human needs and (b) how the use of those resources impacts the environment. **E.3.10.4** Design a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup). Use an engineering design process to define the problem, design, construct, evaluate, and improve the environment.
Continue to review and reinforce P.3.5, P.3.6, L.3.1, L.3.2, L.3.4, and E.3.7 a, b.	

BILOXI PUBLIC SCHOOL DISTRICT

3rd Grade Social Studies

Citizenship in Local Government

2023-2024

Finalized May 12, 2023

Term 1	
Civics (CI)	
Standard	**Objectives**
3.CI.1 Examine the influence of democratic values on the lives of citizens.	**1**. Define democracy. **2**. Recognize fundamental democratic values. **3.** Discuss the evidence of democratic values at home,school, and local organizations.
3.CI.2 Demonstrate knowledge of the three branches of government at the federal, state, and local levels.	**1.** Identify the three branches of government and the purpose of each branch. **2**. Discuss the roles of leaders in each branch of government at the federal, state, and local levels, including both municipal and county governments. **3**. Recognize locations where government is practiced at the national, state, and local levels. **4**. Compare and contrast services provided to communities and citizens by the federal, state, and local governments (e.g., security, people with disabilities, human services, etc.).
3.CI.3 Examine the requirements of civic leadership.	**1**. Identify the qualifications for candidacy at the federal,state, and local levels. **2**. Analyze the common character traits and civic virtues of national, state, and local leaders. **3**. Contrast the responsibilities of elected leaders and citizens in maintaining peaceful and orderly communities.
Geography (G)	
Standard	**Objectives**
3.G.2 Investigate natural disasters' effect on the Earth.	**1**. Define natural disaster. **2.** Identify characteristics of a natural disaster. **3.** Explain how local, state, and national governments cooperate to manage natural disasters. **4.** Evaluate settlement patterns after a natural disaster.
3.G.4 Interpret and recognize maps, graphs, and other representations of the Earth.	**1.** Analyze patterns of population distributions.

Term 2	
Civil Rights (CR)	
Standard	**Objectives**
3.CR.1 Examine the Declaration of Independence and the Bill of Rights to recognize the principles of democracy and identify civil liberties.	**1.** Identify principals of democracy within the Declaration of Independence. **2.** Define and identify civil liberties within the First Amendment. **3.** Compare and contrast principles of democracy and civil liberties. **4**. Explain how individuals exercise principles of democracy and civil liberties in daily life.
History (H)	
Standard	**Objectives**
3.H.1 Analyze the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	**1**. Define dictatorship, monarchy, aristocracy, representative democracy, and direct democracy. **2**. Cite an example of each type of government from history. **3.** Compare and contrast the different types of government related to source of authority, how leaders are chosen, limits on power, and the role of citizens.
3.H.2 Examine the framework of the United States government.	**1**. Discuss why the United States was established as a representative democracy. **2**. Evaluate the importance of checks and balances to a representative democracy.
Continue to review and reinforce 3.CI.1, 3.CI.2, 3.CI.3, 3.G.2, and 3.G.4.	

Term 3	
Civil Rights (CR)	
Standard	**Objectives**
3.CR.2 Assess the reliance of democracy on citizen participation.	**1.** Define voting, suffrage, and franchise. **2.** Explain the voting process. **3.** Illustrate the expansion of voting rights in America. **4**. Identify how citizens participate in democracy apart from exercising the right to vote.
Economics (E)	
Standard	**Objectives**
3.E.1 Investigate how local governments obtain and use money to benefit their communities.	**1.** Define tax. **2**. Discuss the types and purpose of taxes paid by citizens to the government (e.g., sales tax, property tax, income tax, etc.). **3**. Identify goods and services provided by a local government to its community. **4.** Examine how a local community benefits from the goods and services provided by the local government.
3.E.2 Evaluate how individuals and communities use resources and trade to meet needs.	**1**. Define trade, import, and export. **2.** Contrast imports and exports. **3.** Identify local resources and products exported from the local community and state. **4.** Trace the origin of products for sale in the local community. **5.** Compare and contrast producing and buying goods to meet needs.
Continue to review and reinforce 3.CI.1, 3.CI.2, 3.CI.3, 3.G.2, 3.G.4, 3.CR.1, 3.H.1, and 3.H.2.	

Term 4	
Economics (E)	
Standard	**Objectives**
3.E.3 Analyze the factors of population distribution.	**1.** Define economic development. **2**. Examine the relationship between economic development, employment opportunities, and where people choose to live. **3**. Evaluate the impact of an individual's knowledge and skills on their opportunities for employment and income. **4**. Explain how the availability of resources influences where people live.
Geography (G)	
Standard	**Objectives**
3.G.1 Analyze how humans have altered the Earth to meet their needs.	**1.** Define residential, commercial, industrial, and agricultural. **2**. Describe the residential, commercial, industrial, and agricultural areas of the local community and state. **3**. Explain how humans have altered the physical environment for shelter, work, and recreation. **4.** Discuss how human modifications have affected the environment.
3.G.3 Assess energy sources of the Earth.	**1**. Define renewable and nonrenewable resources. **2**. Identify sources of energy (e.g., oil, petroleum, nuclear power, solar power, etc.). **3**. Categorize energy sources as renewable and nonrenewable. **4**. Examine the impact that human use of resources has on the Earth.
Continue to review and reinforce 3.CI.1, 3.CI.2, 3.CI.3, 3.G.2, 3.G.4, 3.CR.1, 3.CR.2, 3.E.1, 3.E.2, 3.H.1, and 3.H.2.	