Main Criteria: Adventures in Writing

Secondary Criteria: Missouri Learning Standards

Subject: Language Arts

Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Missouri Learning Standards Language Arts

Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea

INDICATOR 3.R.3.A.e. Describe the relationship between events, ideas, concepts or steps

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.1.	Writing Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE /	W.1. W.1.A.	•
IDEA / STANDARD CONCEPT: GLE / BENCHMARK		Apply a writing process to develop a text for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.1.A.	Apply a writing process to develop a text for audience and purpose. Prewriting
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.A.	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by:
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	W.1.A.	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: Using a simple pre-writing strategy when given the purpose and the intended audience
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.1.A. 3.W.1.A.a.	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: Using a simple pre-writing strategy when given the purpose and the intended audience Writing
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK	W.1.A. 3.W.1.A.a. W.1.	Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: Using a simple pre-writing strategy when given the purpose and the intended audience Writing Apply a writing process to develop a text for audience and purpose.

STRAND: BIG Writing IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
IDEA /	W.2.	Writing Compose well-developed writing texts for audience and purpose.
IDEA / STANDARD CONCEPT: GLE /		-
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	W.2.	Compose well-developed writing texts for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.2. W.2.B.	Compose well-developed writing texts for audience and purpose.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.2. W.2.B. 3.W.2.B.b.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/ explanatory texts that:
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	W.2. W.2.B. 3.W.2.B.b. 3.W.2.B.c.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/ explanatory texts that: Develop the topic with simple facts, definitions, details, and explanations
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	W.2. W.2.B. 3.W.2.B.b. 3.W.2.B.c.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/ explanatory texts that: Develop the topic with simple facts, definitions, details, and explanations Use specific, and relevant, words that are related to the topic, audience and purpose
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA /	W.2. W.2.B. 3.W.2.B.b. 3.W.2.B.c.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/ explanatory texts that: Develop the topic with simple facts, definitions, details, and explanations Use specific, and relevant, words that are related to the topic, audience and purpose Uses the student's original language, except when quoting from a source
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.2. W.2.B. 3.W.2.B.b. 3.W.2.B.c. 3.W.2.B.d.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/ explanatory texts that: Develop the topic with simple facts, definitions, details, and explanations Use specific, and relevant, words that are related to the topic, audience and purpose Uses the student's original language, except when quoting from a source Language

INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
	SL.3.A.	Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
COMPONENT	SL.3.A. 3.SL.3.A. a.	Speak clearly and to the point, using conventions of language when presenting individually or with a
COMPONENT INDICATOR / PROFICIENCY	3.SL.3.A.	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and
INDICATOR / PROFICIENCY	3.SL.3.A. a. 3.SL.3.A. b.	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. a. 3.SL.3.A. b. 3.SL.3.A.c	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Responding appropriately to discussion in a variety of settings, according to classroom expectations

GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Dolphins
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
ST RAND: BIG IDEA / ST ANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.

GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others

ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
	L.1.A.	Grammar In speech and written form, apply standard English grammar to:
COMPONENT		
COMPONENT INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR / PROFICIENCY	3.L.1.A.a. 3.L.1.A.f.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses
INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	3.L.1.A.a. 3.L.1.A.f.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE /	3.L.1.A.a. 3.L.1.A.f.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences Language
COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	3.L.1.A.a. 3.L.1.A.f. L.1.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences Language Communicate using conventions of English language.
COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	3.L.1.A.a. 3.L.1.A.f. L.1. L.1.B.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences Language Communicate using conventions of English language. Punctuation, Capitalization, Spelling
COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	3.L.1.A.a. 3.L.1.A.f. L.1. L.1.B. 3.L.1.B.g.	In speech and written form, apply standard English grammar to: Use regular and irregular verbs and simple verb tenses Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences Language Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text:

GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Hagia Sophia
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures

INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE /	W.2.B.	Informative/Explanatory
COMPONENT		
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR /	3.W.2.B.a.	Write informative/ explanatory texts that: Introduce a topic or text being studied

INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.

GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG	
IDEA /	
STANDARD	

Speaking/Listening

ST	ANDARD	

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

Hannibal's War

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
	RF.4.A.	Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
COMPONENT		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT:	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / BENCHMARK		
GLE /	W.1.C.	Revise/Edit
GLE / BENCHMARK GLE /		
GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.1.C.	Revise/Edit
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.1.C. 3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	W.1.C. 3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	W.1.C. 3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions
GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE /	W.1.C. 3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing
GLE / BENCHMARKGLE / COMPONENTINDICATOR / PROFICIENCYINDICATORINDICATORSTRAND: BIG IDEA / STANDARDCONCEPT: GLE / BENCHMARKGLE /	W.1.C. 3.W.1.C.a W.1.	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing Apply a writing process to develop a text for audience and purpose.

STRAND: BIG
IDEA /
STANDARD

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
ST RAND: BIG IDEA / ST ANDARD		Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

INDICATOR 3.L.1.B.g. Capitalize titles of books, stories, and songs

ST RAND: BIG Speaking/Listening IDEA / ST ANDARD

 CONCEPT:
 SL.1.
 Listen for a purpose.

 GLE /
 SL.1.A.
 Purpose

 INDICATOR /
 Purpose
 Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR

3.SL.1.A. Following classroom listening rules a.

STRAND: BIG Speaking/Listening IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG	Speaking/Listening
IDEA /	
STANDARD	

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

John Muir

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:

INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency

INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Leif Eriksson
		Missouri Learning Standards
		Language Arts
		Grade 3 - Adopted: 2016
ST RAND: BIG IDEA / ST ANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps

GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR 3.R.3.C.c. Use information gained from illustrations and words to demonstrate understanding of the text

STRAND: BIG	Reading Foundations
IDEA /	
STANDARD	

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)

INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph

STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.c.	Use complete subject and complete predicate in a sentence
INDICATOR	3.L.1.A.e.	Use subject/verb agreement in sentences
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions

INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG Speaking/Listening IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

Magnets

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.

GLE /	R.1.D.	Independent Text
COMPONENT		
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.

GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others

ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.c.	Use complete subject and complete predicate in a sentence
INDICATOR	3.L.1.A.e.	Use subject/verb agreement in sentences
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT:	L.1.	Communicate using conventions of English language.
GLE / BENCHMARK		
	L.1.B.	Punctuation, Capitalization, Spelling
BENCHMARK		Punctuation, Capitalization, Spelling In written text:

INDICATOR 3.L.1.B.g. Capitalize titles of books, stories, and songs

STRAND: BIG IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics
STRAND: BIG		Speaking/Listening

STANDARD

STANDARD		
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

Mayflower, Part 1

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

STRAND: BIG
IDEA /
STANDARD

Develop and apply skills to the reading process. CONCEPT: R.1. GLE / BENCHMARK R.1.B. Vocabulary GLE / COMPONENT INDICATOR / Develop an understanding of vocabulary by: PROFICIENCY INDICATOR 3.R.1.B.b. Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words INDICATOR 3.R.1.B.d. Distinguishing the literal and non-literal meanings of words and phrases in context STRAND: BIG Reading IDEA / ST AND ARD CONCEPT: R.1. Develop and apply skills to the reading process. GLE / BENCHMARK R.1.C. **Making Connections** GLE / COMPONENT INDICATOR / Explain relevant connections between: PROFICIENCY INDICATOR 3.R.1.C.a. Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast) STRAND: BIG Reading IDEA / **STANDARD** CONCEPT R.1

GLE / BENCHMARK		
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features

Develop and apply skills to the reading process

INDICATOR / Read, infer and draw conclusions to: PROFICIENCY

INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
INDICATOR	3.R.3.C.e.	Compare and contrast the most important points and key details presented in texts on the same topic
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	3.W.3.A.f.	Take simple notes in own words and sort evidence into provided categories or organizer
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG IDEA / STANDARD

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Mayflower, Part 2
		Missouri Learning Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.c.	Use complete subject and complete predicate in a sentence
INDICATOR	3.L.1.A.e.	Use subject/verb agreement in sentences
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
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CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
		My Friend, Part 1
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose

INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		My Friend, Part 2

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.

GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
		My House, Part 1

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.

GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.

GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology

b.

INDICATOR

3.SL.4.A. Presenting information with clear ideas and details speaking clearly at an understandable pace

My House, Part 2

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing

STANDARD CONCEPT: GLE / BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.D. Produce/Publish and Share Writing INDICATOR / PROFICIENCY With assistance from adults/peers: INDICATOR 3.W.1.D.a Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others STRAND: BIG Writing			
COMPONENT Velocity INDICATOR / PROFICE/CVC Reread, revise and edit drafts with assistance from adults/peers, to: PROFICE/CVC INDICATOR 3W1.C.A Develop and stengmen willing by revising main idea, sequence (deas), book, beginning/middleend, dealls/files tiom sources, when appropriate), word choice (related to the topic), senence structure, transitions, audience and puppose, voice INDICATOR 3W1.C.A Develop and stengmen willing by revising main idea, sequence (deas), book, beginning/middleend, dealls/files tiom sources, when appropriate), word choice (related to the topic), senence structure, transitions, audience and puppose, voice INDICATOR 3W1.C.A Develop and stengmen appropriate), word choice (related to the topic), senence structure, transitions, audience and puppose, voice CONCERT: BENCHMARK With assistance from adults/peers: INDICATOR / BENCHTOR / DEVENTOR / DEVENT	GLE /	W.1.	Apply a writing process to develop a text for audience and purpose.
PROFICENCY Viewels and tempter writing by writing main lidea, squares (deea), focus, beginning/middle/end, details/ficts. down sources, were appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice NDICATOR 3W1.C.b Edit for language conversions STRAND: BIG DEAT STRAND Writing COCCEPT: STRAND W1.D. Produce/Publish and Share Writing COCCEPT: STRAND W1.D. Produce/Publish and Share Writing COCCEPT: STRAND W1.D. Produce/Publish and Share Writing NDICATOR/ STRAND W1.D. Produce/Publish and Share Writing NDICATOR/ STRAND-RD W1.D. Viewels as bit interact and collaborate with others STRAND-RD W2.D. Compose well-developed writing texts for audience and purpose. Writing CONCEPT: STRAND-RD W2.D. Informative/ explanatory NDICATOR W2.D. Informative/ explanatory texts that: Produce a up pro explanatory texts that: Produce a up pro explanatory texts that: NDICATOR W2.D. Levelop te topic with simple facts, definitions, details, and explanatons NDICATOR 3W2.D.E. Levelop te topic with simple facts, definitions, details, a		W.1.C.	Revise/Edit
Information (form sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose. INDICATOR			Reread, revise and edit drafts with assistance from adults/peers, to:
STRAND Writing CONCEFT: W1.1 Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W1.1 Produce/Publish and Share Writing GLE / COMPONENT W1.10 Produce/Publish and Share Writing INDICATOR W1.10 Produce/Publish and Share Writing INDICATOR W1.10 With assistance from adults/peers: INDICATOR W1.10 Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others STRAND.BIG W2.10 Compose well-developed writing texts for audience and purpose. GLE / DEA / STANDAR W2.20 Compose well-developed writing texts for audience and purpose. GLE / DEA / STANDAR W2.20 Informative/Explanatory GLE / DEA / STANDAR W2.20 Informative/ explanatory texts that: INDICATOR W2.20 Develop the topic with simple facts, definitions, details, and explanators INDICATOR W2.20 Develop the topic with simple facts, definitions, details, and explanators INDICATOR W2.20 Ceate a concluding statement or paragraph INDICATOR W2.20 Ceate a concluding statement or paragraph I	INDICATOR	3.W.1.C.a	(from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and
IDEA STANDARD W1. Apply a writing process to develop a text for audience and purpose. GLE / GENCHMARK W1.0. Produce/Publish and Share Writing INDICATOR / POFOFICIENCY W1.0. Produce/Publish and Share Writing INDICATOR / POFOFICIENCY W1.0. Vith assistance from adults/peers: INDICATOR / POFOFICIENCY W1.0. Sw1.1.a Use a variety of conventional bols and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others STRAND.BIG UE / ETAIL/ARK W2.0. Compose well-developed writing texts for audience and purpose. GLE / ETAIL/ARK W2.0. Informative/Explanatory INDICATOR / PROFICIENCY W2.0. Informative/Explanatory texts that: INDICATOR / PROFICIENCY W2.0. Informative/explanatory texts that: INDICATOR / PROFICIENCY W2.0. Informative/explanatory texts that: INDICATOR / INDICATOR SW2.28.0. bevelop the topic with simple faces, definitions, details, and explanations INDICATOR / INDICATOR SW2.88.0. Uses she students original language, except when quoting from a source INDICATOR / INDICATOR SW2.88.1. tereale a concluding statement or paragraph <td>INDICATOR</td> <td>3.W.1.C.b</td> <td>Edit for language conventions</td>	INDICATOR	3.W.1.C.b	Edit for language conventions
GLE / COMPONENT W1.D. Produce/Publish and Share Writing GLE / COMPONENT W1.D. Produce/Publish and Share Writing INDICATOR / PROFICIENCY W1th assistance from adults/peers: INDICATOR / STRAND: BIG GLE / BENCHMARK Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others CONCEPT: BENCHMARK W2. Compose well-developed writing texts for audience and purpose. GELE / BENCHMARK GLE / BENCHMARK W2. Compose well-developed writing texts for audience and purpose. GELE / BENCHMARK INDICATOR W2.8. Informative/Explanatory INDICATOR W2.8. Introduce a topic or text being studied INDICATOR 3.W2.8.a. Introduce a topic or text being studied INDICATOR 3.W2.8.b. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3.W2.8.b. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3.W2.8.b. Les specific, and relevant, words that are related to the topic, audience and purpose INDICATOR 3.W2.8.b. Create a concluding stalement or paragraph INDICATOR 3.W2.8.b. <t< td=""><td>IDEA /</td><td></td><td>Writing</td></t<>	IDEA /		Writing
COMPONENT Image: Component of	GLE /	W.1.	Apply a writing process to develop a text for audience and purpose.
PROFICIENCY Withing INDICATOR 3W.1.D.a Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others STRAND: BIG IDEA / STANDARD W.2. Compose well-developed writing texts for audience and purpose. CONCEPT: BENCHMARK W.2. Informative/Explanatory INDICATOR W.2.B. Informative/Explanatory texts that: INDICATOR 3W.2.B. Introduce a topic or text being studied INDICATOR 3W.2.B. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3W.2.B. Uses the students original language, except when quoting from a source INDICATOR 3W.2.B. Create a concluding statement or paragraph		W.1.D.	Produce/Publish and Share Writing
STRAND: BIG IDEA / STANDARD Writing CONCEPT: BLE / GLE / COMPONENT W.2. Compose well-developed writing texts for audience and purpose. GLE / COMPONENT W.2. Informative/Explanatory INDICATOR / NDICATOR W.2.B. Informative/explanatory texts that: INDICATOR 3.W.2.B.a. hurduce a topic or text being studied INDICATOR 3.W.2.B.b. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3.W.2.B.b. Uses sthe student's original language, except when quoting from a source INDICATOR 3.W.2.B.b. Create a concluding statement or paragraph STRAND: BIG IDEAT/ STANDARD Language Language STRAND: CONCEPT: STRAND: CONCEPT: L. Communicate using conventions of English language.			With assistance from adults/peers:
IDEA / STANDARD IDEA / STANDARD CONCEPT: BENCHMARK W.2. Compose well-developed writing texts for audience and purpose. GLE / BENCHMARK W.2.B. Informative/Explanatory INDICATOR / PROFICIENCY W.2.B. Informative/explanatory texts that: INDICATOR / PROFICIENCY W.2.B. Introduce a topic or text being studied INDICATOR 0 W.2.B. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 0 W.2.B. Use specific, and relevant, words that are related to the topic, audience and purpose INDICATOR 0 W.2.B.d. Uses the student's original language, except when quoting from a source INDICATOR 0 W.2.B.d. Create a concluding statement or paragraph STRAND. BIG IDEA / IDEA / INDICATOR 0 Language STRAND. BIG IDEA / IDEA / IDEA / INDICATOR 0 Language	INDICATOR	3.W.1.D.a	
GLE / COMPONENT W.2.B. Informative/Explanatory INDICATOR / PROFICIENCY Write informative/ explanatory texts that: INDICATOR 3.W2.B.a. Introduce a topic or text being studied INDICATOR 3.W2.B.a. Introduce a topic or text being studied INDICATOR 3.W2.B.a. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3.W2.B.a. Use specific, and relevant, words that are related to the topic, audience and purpose INDICATOR 3.W2.B.a. Uses the student's original language, except when quoting from a source INDICATOR 3.W2.B.f. Create a concluding statement or paragraph STEAND: BIG DIDEATOR Language CONCEPT: L.1. Communicate using conventions of English language.	IDEA /		Writing
COMPONENTWrite informative/ explanatory texts that:INDICATOR / PROFICIENCYWrite informative/ explanatory texts that:INDICATOR3.W.2.B.a.INDICATOR3.W.2.B.a.INDICATOR3.W.2.B.b.Develop the topic with simple facts, definitions, details, and explanationsINDICATOR3.W.2.B.c.Use specific, and relevant, words that are related to the topic, audience and purposeINDICATOR3.W.2.B.d.Uses the student's original language, except when quoting from a sourceINDICATOR3.W.2.B.f.Create a concluding statement or paragraphSTRAND: BIG BIGEA / STANDARDLanguageCONCEPT: GLE /L.1.Communicate using conventions of English language.	GLE /	W.2.	Compose well-developed writing texts for audience and purpose.
PROFICIENCY Image: Concept: C		W.2.B.	Informative/Explanatory
INDICATOR 3.W.2.B.b. Develop the topic with simple facts, definitions, details, and explanations INDICATOR 3.W.2.B.c. Use specific, and relevant, words that are related to the topic, audience and purpose INDICATOR 3.W.2.B.d. Uses the student's original language, except when quoting from a source INDICATOR 3.W.2.B.f. Create a concluding statement or paragraph STRAND: BIG Language Language CONCEPT: L.1. Communicate using conventions of English language.			Write informative/ explanatory texts that:
INDICATOR 3.W.2.B.c. Use specific, and relevant, words that are related to the topic, audience and purpose INDICATOR 3.W.2.B.d. Uses the student's original language, except when quoting from a source INDICATOR 3.W.2.B.d. Uses the student's original language, except when quoting from a source INDICATOR 3.W.2.B.f. Create a concluding statement or paragraph STRAND: BIG IDEA/ STANDARD Language CONCEPT: L.1. Communicate using conventions of English language.	INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR 3.W.2.B.d. Uses the student's original language, except when quoting from a source INDICATOR 3.W.2.B.f. Create a concluding statement or paragraph ST RAND: BIG IDEA / ST ANDARD Language CONCEPT: L.1. Communicate using conventions of English language.	INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR 3.W.2.B.f. Create a concluding statement or paragraph ST RAND: BIG IDEA / ST ANDARD Language CONCEPT: L.1. Communicate using conventions of English language.	INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
STRAND: BIG IDEA / STANDARD Language CONCEPT: GLE / L.1. Communicate using conventions of English language.	INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
IDEA / STANDARD CONCEPT: L.1. Communicate using conventions of English language. GLE /	INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
GLE /			
	IDEA /		Language

GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
		Nile River, Yangtze River
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA /		Reading
STANDARD		

GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.

GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR /		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose
PROFICIENCY		and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
	SL.1.A.	2
GLE / COMPONENT	5L.I.A.	Purpose
	SL.I.A.	Develop and apply effective listening skills and strategies in formal and informal settings by:
COMPONENT		
COMPONENT INDICATOR / PROFICIENCY	3.SL.1.A.	Develop and apply effective listening skills and strategies in formal and informal settings by:
COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	3.SL.1.A.	Develop and apply effective listening skills and strategies in formal and informal settings by: Following classroom listening rules
COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE /	3.SL.1.A. a.	Develop and apply effective listening skills and strategies in formal and informal settings by: Following classroom listening rules Speaking/Listening
COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE / BENCHMARK GLE /	3.SL.1.A. a. SL.3.	Develop and apply effective listening skills and strategies in formal and informal settings by: Following classroom listening rules Speaking/Listening Speak effectively in collaborative discussions.
COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	3.SL.1.A. a. SL.3.	Develop and apply effective listening skills and strategies in formal and informal settings by: Following classroom listening rules Speaking/Listening Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a
COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	3.SL.1.A. a. SL.3. SL.3.A. 3.SL.3.A.	Develop and apply effective listening skills and strategies in formal and informal settings by: Following classroom listening rules Speaking/Listening Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and

STRAND: BIG IDEA / STANDARD		Speaking/Listening	
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.	
GLE / COMPONENT	SL.4.A.	1.A. Presenting	
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:	
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology	
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace	
		Orchestra and Conductor	
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016	
STRAND: BIG IDEA / STANDARD		Reading	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.	
GLE / COMPONENT	R.1.B.	Vocabulary	
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:	
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words	
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words	
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context	
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word	
STRAND: BIG IDEA / STANDARD		Reading	
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.	
GLE / COMPONENT	R.1.D.	Independent Text	
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:	

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
ST RAND: BIG IDEA / ST ANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
	CL 2 A	

GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG IDEA /	Speaking/Listening
STANDARD	

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CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting

INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Roanoke, Part 1
		Missouri Learning Standards
		Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT : GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE/ BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.C.	Making Connections
INDICATOR / PROFICIENCY		Explain relevant connections between:
INDICATOR	3.R.1.C.a.	Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
INDICATOR	3.R.3.C.e.	Compare and contrast the most important points and key details presented in texts on the same topic
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
GLE / COMPONENT	W.3.A.	Research Process
INDICATOR / PROFICIENCY		Apply research process to:
INDICATOR	3.W.3.A.f.	Take simple notes in own words and sort evidence into provided categories or organizer
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR

3.SL.1.A. Following classroom listening rules a.

STRAND: BIG Speaking/Listening IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG	Speaking/Listening
IDEA /	
STANDARD	

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

Roanoke, Part 2

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:

INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA /		Writing
STANDARD		
STANDARD CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
CONCEPT: GLE /	W.2. W.2.B.	Compose well-developed writing texts for audience and purpose. Informative/Explanatory
CONCEPT: GLE / BENCHMARK GLE /		
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.2.B.	Informative/Explanatory

INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
		Roman Colosseum
		Missouri Learning Standards Language Arts
		Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context

CONCEPT: F GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / I COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: F GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: F GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / I COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: F GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR 3		Use context to confirm or self-correct word recognition and understanding, rereading as necessary

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT:	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / BENCHMARK		
	W.1.C.	Revise/Edit
BENCHMARK	W.1.C.	
BENCHMARK GLE / COMPONENT INDICATOR /		Revise/Edit
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	3.W.1.C.a	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE /	3.W.1.C.a 3.W.1.C.b	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT : GLE / BENCHMARK GLE /	3.W.1.C.a 3.W.1.C.b	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing Apply a writing process to develop a text for audience and purpose.

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR 3.SL.1.A. Following classroom listening rules a.

STRAND: BIG IDEA / STANDARD Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

Roman Hoplite, American Quarter Horse

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:

DEF./ TANDARD R.1. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. CONCEPT: R.3.A. Text Features INDICATOR / RECICINEV Read, infer and draw conclusions to: Reading INDICATOR / RECICINEV Reading Describe the relationship between events, ideas, concepts or steps INDICATOR / READING R.3.A. Describe the relationship between events, ideas, concepts or steps INDICATOR / READING R.3.A. Describe the relationship between events, ideas, concepts or steps INDICATOR / READING R.3.A. Describe the relationship between events, ideas, concepts or steps INDICATOR / READING R.3.C. Text Structures INDICATOR / READINGCATOR / READ	INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
GLE / COMPONENT R.3.A Text Features IDE // COMPONENT R.3.A Text Features IDE // COMPONENT R.3.A Text Features INDICATOR / PROFICIENCY Read, infer and draw conclusions to: PROFICIENCY Read, infer and draw conclusions to: RIDICATOR / 3R3.A.D. INDICATOR / PROFICIENCY 3R3.A.D. Describe the relationship between events, ideas, concepts or steps INDICATOR / STRAND.BIO CONCEPT: CONCEPT: COMPONENT R.3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfriction (e.g., marrative, information/explanatory, opinion, persuasive, argumentative) from a wariety of cultures and times. INDICATOR / CONCEPT: CONCEPT: CONCEPT: CONCEPT: R.3. Text Structures INDICATOR / CONCEPT: CONCEPT: CONCEPT: Read, infer and draw conclusions to: PROFICIENCY READ // CONCEPT: STRAND.ADD Read, infer and how English is written and read. CONCEPT: CONCEPT: CONCEPT: CONCEPT: STRANDADD Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / a. Strandochow English is written and read. CONCEPT: STANDADD Lee context to confirm or self-correct word recognition and understanding, interading as necessary a. Strandochow a writing process to develop a text for audience and purpose. <	STRAND: BIG IDEA / STANDARD		Reading
COMPONENT Implication INDICATOR / READ/CENTOR / INDICATOR Read, infer and draw conclusions to: PROFICIENCY INDICATOR 3.R.3.A.b. Identify the details or facts that support the main idea INDICATOR 3.R.3.A.b. Describe the relationship between events, ideas, concepts or steps STRAND: BIG DEA/ INDICATOR 3.R.3.A.b. Describe the relationship between events, ideas, concepts or steps CONCEPT: STRAND: BIG DEA/ INDICATOR / GLE / COMPONENT R.3.C. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and information and information and words to demonstrate understanding of the text INDICATOR / REA/ DEE/ INDICATOR / REA/ DEE/ INDICATOR / REA/ DEE/ INDICATOR / INDICATOR / INDI	CONCEPT: GLE / BENCHMARK	R.3.	narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and
PROFICIENCY Identify the details or facts that support the main idea INDICATOR 3.R.3.A.b. Identify the details or facts that support the main idea INDICATOR 3.R.3.A.b. Describe the relationship between events, ideas, concepts or steps TTANDARD Reading CONCEPT: R.3. QLE / Develop and apply skills and strategies to comprehend, analyze and evaluate nonfliction (e.g., argumentative) from a variety of cultures and times. INDICATOR / R.3. Text Structures INDICATOR / Read, infer and draw conclusions to: PROFICIENCY Read, infer and draw conclusions to: STRAND BIG S.R.3.C. USDICATOR / S.R.3.C. USDICATOR / S.R.4. Reading Foundations STRAND BIG Read appropriate from illustrations and words to demonstrate understanding of the text STRAND BIG CONCEPT: RF.4. INDICATOR / Ide context to confirm or self-conect word recognition and understanding, irreading as necessary a. INDICATOR / a. STRAND BIG CONCEPT: Witing STRAND BIG CONCEPT: Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) wi	GLE / COMPONENT	R.3.A.	Text Features
INDICATOR SR.3.A.e. Describe the relationship between events, ideas, concepts or steps STRAND: BIO DEAL STRAND: BIO DEAL STRANDARD Reading STRAND: BIO DEAL STRANDARD R.3. Develop and apply skills and strategies to comprohend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and BLE / COMPONENT R.3. Text Structures GLE / COMPONENT R.3.C. Text Structures Reading Foundations to: Prepricticutors / Strandard INDICATOR / PROFICIENCY SR.3.C. Use information gained from illustrations and words to demonstrate understanding of the text STRANDARD SR.3.C. Use information gained from illustrations and words to demonstrate understanding of the text STRANDARD RF.4. Understand how English is written and read. GLE / DEAL STRANDARD RF.4. Fluency INDICATOR / PROFICIENCY Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / PROFICIENCY SR.F.4.A. Use context to confirm or self correct word recognition and understanding, rereading as necessary a. INDICATOR / BEAL STANDARD Writing Prewriting CONCEPT: BEAL STANDARD Wi.1.A Prewriting	INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
STRAND: BIG DEA/ STRANDARD Reading CONCEPT: GLE / COMPONENT R.3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and immes. GLE / COMPONENT R.3. Text Structures INDICATOR/ PEOFICIENCY Read, infer and draw conclusions to: INDICATOR 3.R.3.C. Use information gained from illustrations and words to demonstrate understanding of the text STRAND.BIG DEA/ GLE / COMPONENT R.R.4. Understand how English is written and read. CONCEPT: GLE / COMPONENT RF.4. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR STRAND.BIG DEA/ GLE / COMPONENT SRF.4.A. Use context to contim or self-correct word recognition and understanding, rereading as necessary a. STRAND.BIG DEA/ GLE / COMPONENT Writing INDICATOR / a. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT (W1.A. Prewriting INDICATOR / a Enclimant Prewriting	INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
DEA / Performation STANDARD Rows CONCEPT: R.3. Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. GLE / R.3.C. Text Structures OMPONENT R.3.C. Text Structures INDICATOR / Read, infer and draw conclusions to: PROFICIENCY Reading Foundations INDICATOR 3.R.3.C.C. Use information gained from illustrations and words to demonstrate understanding of the text STRANDARD Reading Foundations Reading Foundations OCONCEPT: RF.4. Understand how English is written and read. GLE / RF.4. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND.BIG Writing Writing process to develop a text for audience and purpose. GLE / GOMPONENT W.1.A. Prewriting ODCEPT: W.1.A. Prewriting process to plan a first draft by:	INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
GLE / COMPONENT Rarrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. GLE / COMPONENT R.3.C. Text Structures INDICATOR / PROFICIENCY Read, infer and draw conclusions to: INDICATOR 3.R.3.C. Use information gained from illustrations and words to demonstrate understanding of the text STRAND: BIG DEA / STANDARD RF.4. Reading Foundations CONCEPT: GLE / COMPONENT RF.4.A. Fluency INDICATOR / GLE / COMPONENT RF.4.A. Fluency INDICATOR / GLE / COMPONENT SRF.4.A. Fluency INDICATOR / GLE / COMPONENT SRF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG DEA / CONCEPT: GLE / COMPONENT W1.1.A Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W1.1.A Prewriting	STRAND: BIG IDEA / STANDARD		Reading
COMPONENT Image: Component in the set of t	CONCEPT: GLE / BENCHMARK	R.3.	narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and
PROFICIENCY Vision INDICATOR 3.R.3.C.c. Use information gained from illustrations and words to demonstrate understanding of the text STRAND: BIG Reading Foundations CONCEPT: RF.4. Understand how English is written and read. GLE / BENCHMARK RF.4.A. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / PROFICIENCY 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG DEA / STRANDARD Writing CONCEPT: W.1. Apply a writing process to develop a text for audience and purpose. GLE / GLE / COMPONENT W.1.A. Prewriting	GLE / COMPONENT	R.3.C.	Text Structures
ST RAND: BIG DEA / ST ANDARD Reading Foundations CONCEPT: GLE / GLE / COMPONENT RF.4. Understand how English is written and read. GLE / COMPONENT RF.4. Fluency INDICATOR / PROFICIENCY Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / a. 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. ST RAND.R BIG DEA / A. Writing CONCEPT: BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / BENCHMARK W1.1. GLE / COMPONENT W.1.A. Frewriting W1.1.A. Frewriting INDICATOR / BENCHMARK Follow a writing process to plan a first draft by:	INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
DEA / ST ANDARD Withing CONCEPT: GLE / BENCHMARK RF.4. Understand how English is written and read. GLE / GLE / GLE / COMPONENT RF.4. Fluency RE.4. Fluency Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / PROFICIENCY 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG EA / ST ANDARD Writing CONCEPT: BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.A. Prewriting INDICATOR / Follow a writing process to plan a first draft by:	INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
GLE / BENCHMARK RF.4.A. Fluency GLE / COMPONENT RF.4.A. Fluency INDICATOR / PROFICIENCY Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR / PROFICIENCY 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG DEA / STANDARD Writing CONCEPT: BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.A. Prewriting INDICATOR / Follow a writing process to plan a first draft by:	STRAND: BIG IDEA / STANDARD		Reading Foundations
COMPONENT Mail Constraint INDICATOR / PROFICIENCY Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension INDICATOR 3.RF.4.A. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG DEA / STANDARD Writing CONCEPT: BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.A. INDICATOR / Follow a writing process to plan a first draft by:	CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
PROFICIENCY and for comprehension INDICATOR 3.RF.4.A. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. writing ST RAND: BIG DEA / ST ANDARD Writing CONCEPT: GLE / BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.A. Prewriting INDICATOR / Follow a writing process to plan a first draft by:	GLE / COMPONENT	RF.4.A.	Fluency
a. STRAND: BIG DEA / STANDARD Writing CONCEPT: GLE / BENCHMARK W.1. Apply a writing process to develop a text for audience and purpose. GLE / COMPONENT W.1.A. Prewriting INDICATOR / Follow a writing process to plan a first draft by:	INDICATOR / PROFICIENCY		
DEA / STANDARD CONCEPT: W.1. Apply a writing process to develop a text for audience and purpose. GLE / BENCHMARK W.1.A. Prewriting INDICATOR / Follow a writing process to plan a first draft by:	INDICATOR		Use context to confirm or self-correct word recognition and understanding, rereading as necessary
GLE / BENCHMARK W1.A. GLE / COMPONENT W1.A. INDICATOR / Follow a writing process to plan a first draft by:	STRAND: BIG IDEA / STANDARD		Writing
COMPONENT Follow a writing process to plan a first draft by:	CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
	GLE / COMPONENT	W.1.A.	Prewriting
	INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

	01112,0100	Using a simple pre-whang stategy when given the purpose and the intended addience
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
IDEA /	SL.3.	Speaking/Listening Speak effectively in collaborative discussions.
IDEA / STANDARD CONCEPT: GLE /	SL.3. SL.3.A.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Speak effectively in collaborative discussions.
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /		Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	SL.3.A. 3.SL.3.A.	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	SL.3.A. a. 3.SL.3.A. a. b.	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
IDEA / STANDARD	SL.3.A. a. 3.SL.3.A. a. b.	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Responding appropriately to discussion in a variety of settings, according to classroom expectations
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA /	SL.3.A. a. 3.SL.3.A. a. b.	Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion Responding appropriately to discussion in a variety of settings, according to classroom expectations Expressing opinions of read-alouds and independent reading topics

 $\ensuremath{\texttt{3.W.1.A.a.}}$ Using a simple pre-writing strategy when given the purpose and the intended audience

INDICATOR

GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Rooster, Part 1
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
ST RAND: BIG IDEA / ST ANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:

INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Language
CONCEPT : GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT : GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Rooster, Part 2
		Missouri Learning Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT : GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA /		Language

IDEA / ST ANDARD

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
		The Fox and the Crow, Part 1
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	3.R.1.A.a.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
INDICATOR	3.R.1.A.c.	Summarizing a story's beginning, middle, and determining their central message, lesson or moral
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:

INDICATOR

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	3.R.2.A.a.	Summarize and sequence the events/plot and explain how past events impact future events
INDICATOR	3.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	3.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
INDICATOR	3.R.2.A.d.	Paraphrase the big idea/themes and supporting details of texts
INDICATOR	3.R.2.A.g.	Distinguish their own point of view from that of the narrator or those of the characters
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose
		and for comprehension
INDICATOR	3.RF.4.A. a.	-
INDICATOR ST RAND: BIG IDEA / ST ANDARD	a.	
STRAND: BIG IDEA /	a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing
ST RAND: BIG IDEA / ST ANDARD CONCEPT: GLE / BENCHMARK GLE /	a. W.1.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary Writing Apply a writing process to develop a text for audience and purpose.

STRAND: BIG IDEA / STANDARD

CONCEPT : GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	3.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
ST RAND: BIG IDEA / ST ANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations

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STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		The Fox and the Crow, Part 2
		Missouri Learning Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	3.R.1.A.c.	Summarizing a story's beginning, middle, and determining their central message, lesson or moral
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	3.R.2.A.a.	Summarize and sequence the events/plot and explain how past events impact future events
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE /	W.1.	Apply a writing process to develop a text for audience and purpose.
BENCHMARK		
BENCHMARK GLE / COMPONENT	W.1.C.	Revise/Edit
GLE /	W.1.C.	Revise/Edit Reread, revise and edit drafts with assistance from adults/peers, to:
GLE / COMPONENT INDICATOR /		
GLE / COMPONENT INDICATOR / PROFICIENCY	3.W.1.C.a	Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and
GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR	3.W.1.C.a	Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR STRAND: BIG IDEA /	3.W.1.C.a	Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions
GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR INDICATOR INDICATOR STRAND: BIG IDEA / ST ANDARD CONCEPT: GLE /	3.W.1.C.a 3.W.1.C.b	Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing
GLE / COMPONENTINDICATOR / PROFICIENCYINDICATORINDICATORINDICATORST RAND: BIG IDEA / ST ANDARDCONCEPT : GLE / BENCHMARKGLE /	3.W.1.C.a 3.W.1.C.b	Reread, revise and edit drafts with assistance from adults/peers, to: Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice Edit for language conventions Writing Apply a writing process to develop a text for audience and purpose.

ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:
INDICATOR	3.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	3.W.2.C.b	Use narrative techniques, such as dialogue and descriptions
INDICATOR	3.W.2.C.c.	Establish an organize an event sequence to establish a beginning/middle/ end
INDICATOR	3.W.2.C.e	Use specific and relevant words that are related to the topic, audience, and purpose
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
	3.L.1.B.g.	
PROFICIENCY	3.L.1.B.g.	
PROFICIENCY INDICATOR STRAND: BIG IDEA /	3.L.1.B.g. SL.4.	Capitalize titles of books, stories, and songs
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
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INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		The Theft of Thor's Hammer, Part 1
		Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:
INDICATOR	3.R.1.A.a.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
INDICATOR	3.R.1.A.c.	Summarizing a story's beginning, middle, and determining their central message, lesson or moral
STRAND: BIG IDEA / STANDARD		Reading
IDEA /	R.1.	Reading Develop and apply skills to the reading process.
IDEA / STANDARD CONCEPT: GLE /	R.1. R.1.B.	
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /		Develop and apply skills to the reading process.
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR /		Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by:
IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	R.1.B. 3.R.1.B.a.	Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	R.1.B. 3.R.1.B.a. 3.R.1.B.b.	Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple
IDEA / STANDARD	R.1.B. 3.R.1.B.a. 3.R.1.B.b. 3.R.1.B.d.	Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
IDEA / STANDARD CONCEPT : GLE / BENCHMARK GLE / COMPONENT INDICATOR / INDICATOR INDICATOR	R.1.B. 3.R.1.B.a. 3.R.1.B.b. 3.R.1.B.d.	Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words Distinguishing the literal and non-literal meanings of words and phrases in context

GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	3.R.2.A.a.	Summarize and sequence the events/plot and explain how past events impact future events
INDICATOR	3.R.2.A.b.	Describe the personality traits of characters from the thoughts, words, and actions
INDICATOR	3.R.2.A.c.	Describe the interaction of characters, including relationships and how they change
INDICATOR	3.R.2.A.d.	Paraphrase the big idea/themes and supporting details of texts
INDICATOR	3.R.2.A.g.	Distinguish their own point of view from that of the narrator or those of the characters
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT : GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension

INDICATOR 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary a. STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.1. Apply a writing process to develop a text for audience and purpose. GLE / BENCHMARK GLE / W.1.A. Prewriting COMPONENT INDICATOR / Follow a writing process to plan a first draft by: PROFICIENCY INDICATOR 3.W.1.A.a. Using a simple pre-writing strategy when given the purpose and the intended audience STRAND: BIG Writing IDEA / **STANDARD** CONCEPT: W.2. Compose well-developed writing texts for audience and purpose. GLE / BENCHMARK GLE / W.2.C. Narrative/Literary COMPONENT INDICATOR / Write fiction or non-fiction narratives and poems that: PROFICIENCY INDICATOR 3.W.2.C.a Establish a setting, situation/topic and introduce a narrator and/or characters STRAND: BIG Language IDEA / **STANDARD** CONCEPT: L.1. Communicate using conventions of English language

GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:

INDICATOR 3.SL.1.A. Following classroom listening rules a.

STRAND: BIG IDEA / STANDARD

a.

CONCEPT SL.3. Speak effectively in collaborative discussions. GLE / BENCHMARK GLE / SL.3.A. **Collaborative Discussions** COMPONENT INDICATOR / Speak clearly and to the point, using conventions of language when presenting individually or with a PROFICIENCY group by: INDICATOR 3.SL.3.A. Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion a. INDICATOR 3.SL.3.A. Responding appropriately to discussion in a variety of settings, according to classroom expectations b. INDICATOR 3.SL.3.A.c Expressing opinions of read-alouds and independent reading topics

- Speaking/Listening STRAND: BIG IDEA / **STANDARD** CONCEPT: SL.4. Speak effectively when presenting. GLE / BENCHMARK GLE / SL.4.A. Presenting COMPONENT INDICATOR / Speak clearly, audibly and to the point, using conventions of language when presenting individually or PROFICIENCY with a group by: 3.SL.4.A. Using presentation skills and/or appropriate technology INDICATOR
 - INDICATOR 3.SL.4.A. Presenting information with clear ideas and details speaking clearly at an understandable pace b.

The Theft of Thor's Hammer, Part 2

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.A.	Comprehension
INDICATOR / PROFICIENCY		Develop and demonstrate reading skills in response to text by:

INDICATOR 3.R.1.A.c. Summarizing a story's beginning, middle, and determining their central message, lesson or moral

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.2.	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
GLE / COMPONENT	R.2.A.	Fiction
INDICATOR / PROFICIENCY		Read, infer, analyze, and draw conclusions to:
INDICATOR	3.R.2.A.a.	Summarize and sequence the events/plot and explain how past events impact future events
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
ST RAND: BIG IDEA / ST ANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience

STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.C.	Narrative/Literary
INDICATOR / PROFICIENCY		Write fiction or non-fiction narratives and poems that:

INDICATOR	3.W.2.C.a	Establish a setting, situation/topic and introduce a narrator and/or characters
INDICATOR	3.W.2.C.b	Use narrative techniques, such as dialogue and descriptions
INDICATOR	3.W.2.C.c.	Establish an organize an event sequence to establish a beginning/middle/ end
INDICATOR	3.W.2.C.e	Use specific and relevant words that are related to the topic, audience, and purpose

IDEA / ST ANDARD		
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.c.	Use complete subject and complete predicate in a sentence
INDICATOR	3.L.1.A.e.	Use subject/verb agreement in sentences
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences

STRAND: BIG IDEA / STANDARD

STRAND: BIG

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:

INDICATOR

3.L.1.B.g. Capitalize titles of books, stories, and songs

Language

STRAND: BIG Speaking/Listening IDEA / STANDARD

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Tornadoes
		Tomauoes
		Missouri Learning Standards
		Language Art s Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:

INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
ST RAND: BIG IDEA / ST ANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
ST RAND: BIG IDEA / ST ANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
ST RAND: BIG IDEA / ST ANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:

INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory

INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.

GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics

STRAND: BIG IDEA / STANDARD Speaking/Listening

CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace

Treasure Map, Part 1

Missouri Learning Standards Language Arts Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG		Reading

IDEA / STANDARD

CONCEPT: GLE/ BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary
STRAND: BIG IDEA / STANDARD		Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations

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STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		Treasure Map, Part 2
		Missouri Learning Standards
		Language Art s
		Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:

INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses

INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs

William Penn, Part 1

Missouri Learning Standards

Language Arts

Grade 3 - Adopted: 2016

STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.b.	Using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT:	R.1.	Develop and explore hills to the reading assess
GLE / BENCHMARK		Develop and apply skills to the reading process.
	R.1.C.	Making Connections
BENCHMARK	R.1.C.	
BENCHMARK GLE / COMPONENT INDICAT OR /		Making Connections
BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY		Making Connections Explain relevant connections between:

GLE / COMPONENT	R.1.D.	Independent Text
INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
ST RAND: BIG IDEA / ST ANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.A.	Text Features
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.3.	Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.
GLE / COMPONENT	R.3.C.	Text Structures
INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
INDICATOR	3.R.3.C.e.	Compare and contrast the most important points and key details presented in texts on the same topic
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
GLE / COMPONENT	RF.4.A.	Fluency
INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
INDICATOR	3.RF.4.A. a.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

STANDARD

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.A.	Prewriting
INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
STRAND: BIG IDEA /		Writing
STANDARD		
STANDARD CONCEPT: GLE / BENCHMARK	W.3.	Gather, analyze, evaluate and use information from a variety of sources.
CONCEPT: GLE /	W.3. W.3.A.	Gather, analyze, evaluate and use information from a variety of sources. Research Process
CONCEPT: GLE / BENCHMARK GLE /		
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /		Research Process
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY	W.3.A.	Research Process Apply research process to:
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA /	W.3.A.	Research Process Apply research process to: Take simple notes in own words and sort evidence into provided categories or organizer
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE /	W.3.A. 3.W.3.A.f.	Research Process Apply research process to: Take simple notes in own words and sort evidence into provided categories or organizer Language
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE /	W.3.A. 3.W.3.A.f. L.1.	Research Process Apply research process to: Take simple notes in own words and sort evidence into provided categories or organizer Language Communicate using conventions of English language.
CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR / PROFICIENCY INDICATOR STRAND: BIG IDEA / STANDARD CONCEPT: GLE / BENCHMARK GLE / COMPONENT INDICATOR /	W.3.A. 3.W.3.A.f. L.1.	Research Process Apply research process to: Take simple notes in own words and sort evidence into provided categories or organizer Language Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to:

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text:
INDICATOR	3.L.1.B.f.	Capitalize names of places
INDICATOR	3.L.1.B.g.	Capitalize titles of books, stories, and songs
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.1.	Listen for a purpose.
GLE / COMPONENT	SL.1.A.	Purpose
INDICATOR / PROFICIENCY		Develop and apply effective listening skills and strategies in formal and informal settings by:
INDICATOR	3.SL.1.A. a.	Following classroom listening rules
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
GLE / COMPONENT	SL.3.A.	Collaborative Discussions
INDICATOR / PROFICIENCY		Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
INDICATOR	3.SL.3.A. a.	Coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion
INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics
STRAND: BIG IDEA / STANDARD		Speaking/Listening
CONCEPT: GLE / BENCHMARK	SL.4.	Speak effectively when presenting.

BENCHMARK		
GLE / COMPONENT	SL.4.A.	Presenting
INDICATOR / PROFICIENCY		Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:

INDICATOR	3.SL.4.A. a.	Using presentation skills and/or appropriate technology
INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
		William Penn, Part 2
		Missouri Learning Standards
		Language Arts Grade 3 - Adopted: 2016
STRAND: BIG IDEA / STANDARD		Reading
CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
GLE / COMPONENT	R.1.B.	Vocabulary
INDICATOR / PROFICIENCY		Develop an understanding of vocabulary by:
INDICATOR	3.R.1.B.a.	Decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
INDICATOR	3.R.1.B.e.	Determining the meaning of the new word formed when a known affix is added to a known base word
STRAND: BIG IDEA / STANDARD		Reading Foundations
CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
GLE / COMPONENT	RF.3.A.	Phonics
INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.B.	Draft
INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
INDICATOR	3.W.1.B.a.	Generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory

INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.C.	Revise/Edit
INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
INDICATOR	3.W.1.C.a	Develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from sources, when appropriate). word choice (related to the topic), sentence structure, transitions, audience and purpose, voice
INDICATOR	3.W.1.C.b	Edit for language conventions
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
INDICATOR / PROFICIENCY		With assistance from adults/peers:
INDICATOR	3.W.1.D.a	Use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others
STRAND: BIG IDEA / STANDARD		Writing
CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
GLE / COMPONENT	W.2.B.	Informative/Explanatory
INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose

INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.A.	Grammar
INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
STRAND: BIG IDEA / STANDARD		Language
CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
GLE / COMPONENT	L.1.B.	Punctuation, Capitalization, Spelling
INDICATOR / PROFICIENCY		In written text: