

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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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
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**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
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**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
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INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
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INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
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**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

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

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.
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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. Using the meaning of common prefixes and suffixes
c.

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 IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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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.
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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. 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
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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. Using presentation skills and/or appropriate technology
a.

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

Hagia Sophia

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:
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INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.3.	Understand how English is written and read.
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GLE / COMPONENT	RF.3.A.	Phonics
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INDICATOR / PROFICIENCY		Develop phonics in the reading process by:
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INDICATOR	3.RF.3.A. c.	Using the meaning of common prefixes and suffixes
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

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

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.A.	Prewriting
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INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
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INDICATOR	3.W.1.A.a.	Using a simple pre-writing strategy when given the purpose and the intended audience
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STRAND: BIG IDEA / STANDARD **Writing**

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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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
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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
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INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
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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
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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
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STRAND: BIG IDEA / STANDARD **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
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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

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
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
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
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**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
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INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
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INDICATOR	3.SL.3.A.c .	Expressing opinions of read-alouds and independent reading topics
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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
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INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
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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
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INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
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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
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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
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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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
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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
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INDICATOR 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

STRAND: BIG IDEA / STANDARD Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.A.	Prewriting
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INDICATOR / PROFICIENCY		Follow a writing process to plan a first draft by:
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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.
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GLE / COMPONENT	W.1.B.	Draft
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INDICATOR / PROFICIENCY		Appropriate to genre type, develop a draft from prewriting by:
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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.
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GLE / COMPONENT	W.1.C.	Revise/Edit
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INDICATOR / PROFICIENCY		Reread, revise and edit drafts with assistance from adults/peers, to:
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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. 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. 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
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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
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INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
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Leif Eriksson

**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
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INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
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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
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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
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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**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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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
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

Magnets

**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.
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GLE / COMPONENT	R.1.D.	Independent Text
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INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
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INDICATOR	3.R.1.D.a.	Reading text that is developmentally appropriate
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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.
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GLE / COMPONENT	R.3.A.	Text Features
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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INDICATOR	3.R.3.A.b.	Identify the details or facts that support the main idea
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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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.
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GLE / COMPONENT	R.3.C.	Text Structures
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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INDICATOR	3.R.3.C.c.	Use information gained from illustrations and words to demonstrate understanding of the text
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STRAND: BIG IDEA / STANDARD **Reading Foundations**

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

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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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. 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. 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
.

**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. Using presentation skills and/or appropriate technology
a.

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

**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
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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

INDICATOR	a.	
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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
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INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
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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
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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
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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
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INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
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INDICATOR	3.SL.3.A.c .	Expressing opinions of read-alouds and independent reading topics
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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
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

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

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

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.
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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. Following classroom listening rules
a.

STRAND: BIG IDEA / STANDARD **Speaking/Listening**

CONCEPT: GLE / BENCHMARK	SL.3.	Speak effectively in collaborative discussions.
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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 House, 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.
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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 / STANDARD **Reading**

CONCEPT: GLE / BENCHMARK	R.1.	Develop and apply skills to the reading process.
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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. Using the meaning of common prefixes and suffixes
c.

STRAND: BIG IDEA / STANDARD **Reading Foundations**

CONCEPT: GLE / BENCHMARK	RF.4.	Understand how English is written and read.
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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 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.
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. 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
c.

**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
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:
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. Using the meaning of common prefixes and suffixes
c.

**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
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.
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. 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
.

**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

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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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. a.	Following classroom listening rules
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**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
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INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
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INDICATOR	3.SL.3.A.c	Expressing opinions of read-alouds and independent reading topics
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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
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INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
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Roanoke, 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
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INDICATOR	3.L.1.A.f.	Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
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**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
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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
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INDICATOR	3.R.1.B.d.	Distinguishing the literal and non-literal meanings of words and phrases in context
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**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

**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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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

Roman Hoplite, American Quarter Horse

**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
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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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
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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
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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 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 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. 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
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STRAND: BIG IDEA / STANDARD Speaking/Listening

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

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
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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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
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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
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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
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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
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INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
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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
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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
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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
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INDICATOR	3.SL.3.A. b.	Responding appropriately to discussion in a variety of settings, according to classroom expectations
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INDICATOR	3.SL.3.A.c .	Expressing opinions of read-alouds and independent reading topics
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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
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 /
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

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 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.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 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.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. 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. 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
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
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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

**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.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 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

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.
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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. Using the meaning of common prefixes and suffixes
c.

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.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.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. a.	Following classroom listening rules
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**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

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. Using the meaning of common prefixes and suffixes
c.

**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.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.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.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		

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
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INDICATOR	3.R.3.A.e.	Describe the relationship between events, ideas, concepts or steps
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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
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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
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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
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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:
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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.
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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
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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

**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. 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. 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
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 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
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INDICATOR	3.W.1.C.b	Edit for language conventions
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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.1.	Apply a writing process to develop a text for audience and purpose.
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GLE / COMPONENT	W.1.D.	Produce/Publish and Share Writing
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INDICATOR / PROFICIENCY		With assistance from adults/peers:
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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
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**STRAND: BIG
IDEA /
STANDARD**

Writing

CONCEPT: GLE / BENCHMARK	W.2.	Compose well-developed writing texts for audience and purpose.
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GLE / COMPONENT	W.2.B.	Informative/Explanatory
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INDICATOR / PROFICIENCY		Write informative/ explanatory texts that:
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INDICATOR	3.W.2.B.a.	Introduce a topic or text being studied
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INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
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INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
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INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
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INDICATOR	3.W.2.B.f.	Create a concluding statement or paragraph
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**STRAND: BIG
IDEA /
STANDARD**

Language

CONCEPT: GLE / BENCHMARK	L.1.	Communicate using conventions of English language.
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GLE / COMPONENT	L.1.A.	Grammar
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INDICATOR / PROFICIENCY		In speech and written form, apply standard English grammar to:
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INDICATOR	3.L.1.A.a.	Use regular and irregular verbs and simple verb tenses
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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: 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.
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GLE / COMPONENT	R.1.D.	Independent Text
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INDICATOR / PROFICIENCY		Read independently for multiple purposes over sustained periods of time by:
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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.
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GLE / COMPONENT	R.3.A.	Text Features
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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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.
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GLE / COMPONENT	R.3.C.	Text Structures
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INDICATOR / PROFICIENCY		Read, infer and draw conclusions to:
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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.
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GLE / COMPONENT	RF.4.A.	Fluency
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INDICATOR / PROFICIENCY		Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
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INDICATOR 3.RF.4.A. Use context to confirm or self-correct word recognition and understanding, rereading as necessary
a.

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**

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.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. 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. 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
c.

**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
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INDICATOR	3.SL.4.A. b.	Presenting information with clear ideas and details speaking clearly at an understandable pace
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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
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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
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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
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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
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INDICATOR	3.W.1.B.b.	Supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
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INDICATOR	3.W.1.B.c.	Categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
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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
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INDICATOR	3.W.1.C.b	Edit for language conventions
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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
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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
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INDICATOR	3.W.2.B.b.	Develop the topic with simple facts, definitions, details, and explanations
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INDICATOR	3.W.2.B.c.	Use specific, and relevant, words that are related to the topic, audience and purpose
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INDICATOR	3.W.2.B.d.	Uses the student's original language, except when quoting from a source
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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