

**Greenwood Laboratory School
Curriculum**

**Missouri Standards for Learning
Third Grade
2018-2019**

<http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards-update>

Missouri Learning Standards for English Language Arts

I. Develop and apply skills to the reading process

- A. Develop and demonstrate reading skills in response to text by:
 - 1. explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story
 - 2. draw conclusions and support with textual evidence
 - 3. summarizing a story's beginning, middle, and determining their central message, lesson or moral
 - 4. monitoring comprehension and making corrections and adjustments when understanding breaks down
- B. Develop an understanding of vocabulary by:
 - 1. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words
 - 2. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words
 - 3. using homographs, and homophones
 - 4. distinguishing the literal and non-literal meanings of words and phrases in context
 - 5. determining the meaning of the new word formed when a known affix is added to a known base word
 - 6. using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words
 - 7. discussing analogies
 - 8. determining the meaning of the author's use of similes and metaphors to produce imagery
 - 9. using conversational, general academic, and domain-specific words and phrases
- C. Explain relevant connections between:
 - 1. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
 - 2. text to world (text ideas regarding experiences in the world)
- D. Read independently for multiple purposes over sustained periods of time by:
 - 1. reading text that is developmentally appropriate
 - 2. producing evidence of reading

II. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.

- A. Read, infer, analyze, and draw conclusions to
 - 1. summarize and sequence the events/plot and explain how past events impact future events
 - 2. describe the personality traits of characters from the thoughts, words, and actions
 - 3. describe the interaction of characters, including relationships and how they change
 - 4. paraphrase the big idea/themes and supporting details of texts
 - 5. compare and contrast key elements in various types of fiction
 - 6. explain cause and effect relationships
 - 7. distinguish their own point of view from that of the narrator or those of the characters
- B. Read, infer and draw conclusions to:
 - 1. examples of alliteration
 - 2. identify basic forms of poetry
- C. Read, infer and draw conclusions to:
 - 1. explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed
 - 2. identify language that creates a graphic visual experience and appeals to the senses

- III. **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.**
- A. Read, infer and draw conclusions to:
- I. explain the author’s purpose
 - II. identify the details or facts that support the main idea
 - III. use text and graphic features to locate information and to make and verify predictions
 - IV. follow and explain a set of written multi-step directions
 - V. describe the relationship between events, ideas, concepts or steps
 - VI. distinguish the difference between a biography and an autobiography
 - VII. distinguish fact from opinion
 - VIII. distinguish point of view from what the author is trying to persuade the reader to think or do
 - IX. explain examples of sound devices, literal and nonliteral meanings, and figurative language
 - X. describe relationships among events, ideas, concepts, and cause and effect in texts
 - XI. explain the relationship between problems and solutions
 - XII. use information gained from illustrations and words to demonstrate understanding of the text
 - XIII. explain the author’s purpose
 - XIV. compare and contrast the most important points and key details presented in texts on the same topic
- IV. **Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.**
- i. Read to develop an understanding of media and its components by:
- a. understanding how communication changes when moving from one genre of media to another
 - b. explaining how various design techniques used in media influence the message
 - c. comparing various written conventions used for digital media
 - d. identifying text structures and graphics features of a web page

Reading Foundations

- I. **Understand how English is written and read (Start of Reading Foundations).**
- ii. Develop phonics in the reading process by:
1. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns
 2. decoding words that double final consonants when adding an ending
 3. using the meaning of common prefixes and suffixes
 4. using the meaning of homophones
 5. decoding known and unknown words by spelling patterns
 6. reading irregularly spelled high frequency words
- iii. Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension
1. use context to confirm or self-correct word recognition and understanding, rereading as necessary

Missouri Standards for Writing

- I. Apply a writing process to develop a text for audience and purpose.**
- A. Follow a writing process to plan a first draft by:
 - 1. using a simple pre-writing strategy when given the purpose and the intended audience
 - B. Appropriate to genre type, develop a draft from prewriting by:
 - 1. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory
 - 2. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate)
 - 3. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end
 - 4. addressing an appropriate audience
 - C. Reread, revise and edit drafts with assistance from adults/peers, to:
 - 1. 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
 - 2. edit for language conventions
 - D. With assistance from adults/peers:
 - 1. 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
- II. Compose well-developed writing texts for audience and purpose.**
- A. Write opinion texts that:
 - 1. introduce a topic or text being studied, using connected sentences
 - 2. state an opinion or establish a position and provide reasons for the opinion/position
 - 3. use specific and accurate words that are related to the topic, audience, and purpose
 - 4. contain information using student's original language, except when using direct quotation from a source
 - 5. reference the name of the author(s) or name of the source used for details or facts included in the text
 - 6. use transitions to connect opinion and reason
 - 7. provide clear evidence of a beginning, middle and a concluding statement or paragraph
 - B. Write informative/ explanatory texts that:
 - 1. introduce a topic or text being studied
 - 2. develop the topic with simple facts, definitions, details, and explanations
 - 3. use specific, and relevant, words that are related to the topic, audience and purpose
 - 4. uses the student's original language, except when quoting from a source
 - 5. use transition words to connect ideas within categories of information
 - 6. create a concluding statement or paragraph
 - C. Write fiction or non-fiction narratives and poems that:
 - 1. establish a setting, situation/topic and introduce a narrator and/or characters
 - 2. use narrative techniques, such as dialogue and descriptions
 - 3. establish an organize an event sequence to establish a beginning/middle/ end
 - 4. use transition words and phrases to signal event order
 - 5. use specific and relevant words that are related to the topic, audience, and purpose

- D. Apply research process to:
1. generate a list of subject appropriate topics
 2. create an individual question about a topic
 3. decide what sources of information might be relevant to answer these questions
 4. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
 5. determine the accuracy and relevance of the information related to a selected question
 6. take simple notes in own words and sort evidence into provided categories or organizer
 7. use quotation marks to denote direct quotations when recording specific words and sentences from a source
 8. create a resource page from notes
 9. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria

Language

- I. **Communicate using conventions of English language.**
- A. In speech and written form, apply standard English grammar to:
1. use regular and irregular verbs and simple verb tenses
 2. use helping verbs with irregular verbs
 3. use complete subject and complete predicate in a sentence
 4. use comparative and superlative, demonstrative adjectives and adverbs
 5. use subject/verb agreement in sentences
 6. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences
 7. use 1st, 2nd, and 3rd person pronouns and their antecedents
- B. In written text:
1. write legibly (print, cursive)
 2. use an apostrophe to form possessives
 3. demonstrate and use commas and quotation marks in dialogue
 4. capitalize dialogue correctly
 5. use commas for greeting and closing of a friendly letter
 6. capitalize names of places
 7. capitalize titles of books, stories, and songs
 8. use spelling patterns and generalizations to spell compound words
 9. spell words that double the consonant
 10. spell plural words that change 'y' to 'ies'
 11. consult reference materials to check and correct spellings
 12. arrange words in alphabetical order, to the third letter

Speaking/Listening

- I. **Listen for a purpose.**
- A. Develop and apply effective listening skills and strategies in formal and informal settings by:
1. following classroom listening rules
 2. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others
 3. following three-step instructions, according to classroom expectations

- II. **Listen for entertainment.**
 - A. Develop and apply effective listening skills and strategies in formal and informal settings by:
 - 1. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations
- III. **Speak effectively in collaborative discussions.**
 - A. Speak clearly and to the point, using conventions of language when presenting individually or with a group by:
 - 1. 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
 - 2. responding appropriately to discussion in a variety of settings, according to classroom expectations
 - 3. expressing opinions of read-alouds and independent reading topics
- IV. **Speak effectively when presenting.**
 - A. Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by:
 - 1. using presentation skills and/or appropriate technology
 - 2. presenting information with clear ideas and details speaking clearly at an understandable pace
 - 3. giving an informal presentation, using a variety of media
 - 4. choosing words and phrases for effect (adjectives, action verbs, figurative language)
 - 5. using academic language and conventions

Missouri Learning Standards for Math

Number Sense and Operations in Base Ten

- I. **Use place value understanding and properties of operations to perform multi-digit arithmetic.**
 - i. Round whole numbers to the nearest 10 or 100.
 - ii. Read, write and identify whole numbers within 100,000 using base ten numerals, number names and expanded form.
 - iii. Demonstrate fluency with addition and subtraction within 1000.
 - iv. Multiply whole numbers by multiples of 10 in the range 10-90.
- II. **Develop understanding of fractions as numbers.**
 - i. Understand a unit fraction as the quantity formed by one part when a whole is partitioned into equal parts.
 - ii. Understand that when a whole is partitioned equally, a fraction can be used to represent a portion of the whole.
 1. Describe the numerator as representing the number of pieces being considered.
 2. Describe the denominator as the number of pieces that make the whole.
 - iii. Represent fractions on a number line.
 1. Understand the whole is the interval from 0 to 1.
 2. Understand the whole is partitioned into equal parts.
 3. Understand a fraction represents the endpoint of the length a given number of partitions from 0.
 - iv. Demonstrate that two fractions are equivalent if they are the same size, or the same point on a number line.
 - v. Recognize and generate equivalent fractions using visual models, and justify why the fractions are equivalent.
 - vi. Compare two fractions with the same numerator or denominator using the symbols $>$, $=$ or $<$, and justify the solution.
 - vii. Explain why fraction comparisons are only valid when the two fractions refer to the same whole.

Relationships and Algebraic Thinking

- III. **Represent and solve problems involving multiplication and division.**
 - i. Interpret products of whole numbers.
 - ii. Interpret quotients of whole numbers.
 - iii. Describe in words or drawings a problem that illustrates a multiplication or division situation.
 - iv. Use multiplication and division within 100 to solve problems.
 - v. Determine the unknown number in a multiplication or division equation relating three whole numbers.

IV. Understand properties of multiplication and the relationship between multiplication and division.

- i.** Apply properties of operations as strategies to multiply and divide.

V. Multiply and divide within 100.

- i.** Multiply and divide with numbers and results within 100 using strategies such as the relationship between multiplication and division or properties of operations. Know all products of two one-digit numbers.
- ii.** Demonstrate fluency with products within 100.

VI. Use the four operations to solve word problems.

- i.** Write and solve two-step problems involving variables using any of the four operations.
- ii.** Interpret the reasonableness of answers using mental computation and estimation strategies including rounding.

VII. Identify and explain arithmetic patterns.

- i.** Identify arithmetic patterns and explain the patterns using properties of operations.

Geometry and Measurement

VIII. Reason with shapes and their attributes.

- i.** Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category.
- ii.** Distinguish rhombuses and rectangles as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to these subcategories.
- iii.** Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole.

IX. Solve problems involving the measurement of time, liquid volumes and weights of objects.

- i.** Tell and write time to the nearest minute.
- ii.** Estimate time intervals in minutes.
- iii.** Solve problems involving addition and subtraction of minutes.
- iv.** Measure or estimate length, liquid volume and weight of objects.
- v.** Use the four operations to solve problems involving lengths, liquid volumes or weights given in the same units.

X. Understand concepts of area.

- i.** Calculate area by using unit squares to cover a plane figure with no gaps or overlaps.
- ii.** Label area measurements with squared units.
- iii.** Demonstrate that tiling a rectangle to find the area and multiplying the side lengths result in the same value.
- iv.** Multiply whole-number side lengths to solve problems involving the area of rectangles.
- v.** Find rectangular arrangements that can be formed for a given area.

- vi. Decompose a rectangle into smaller rectangles to find the area of the original rectangle.

XI. Understand concepts of perimeter.

- i. Solve problems involving perimeters of polygons.
- ii. Understand that rectangles can have equal perimeters but different areas, or rectangles can have equal areas but different perimeters.

Data and Statistics

XII. Represent and analyze data

- i. Create frequency tables, scaled picture graphs and bar graphs to represent a data set with several categories
- ii. Solve one- and two-step problems using information presented in bar and/or picture graphs
- iii. Create a line plot to represent data.
- iv. Use data shown in a line plot to answer questions.

Social Studies

Third/Fourth Grade Social Studies at Greenwood will follow Missouri Learning Standards from grades 3-4. It is a mixture of Missouri and American History throughout both grades. In third grade we will be introduced to early American History, economics, and National Symbols and Documents. Much of the social studies curriculum will be completed in school, with some readings assigned as homework in order to maximize our discussion time in school.

I. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

- i. With assistance, read and analyze the text of the Declaration of Independence to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
- ii. Explain the major purposes of the U.S. Constitution.
- iii. Explain the major purpose of the Bill of Rights.
- iv. Identify important principles in the Bill of Rights.
- v. Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
- vi. Describe the character traits and civic attitudes of historically significant individuals in American history prior to c. 1800.
- vii. Recognize and explain the significance of national symbols associated with historical events and time periods being studied.
 1. Explain how the National Anthem symbolizes our nation.

II. Knowledge of principles and processes of governance systems

- i. Explain how the purpose and roles of government were debated c. early settlements to 1800.
- ii. Analyze peaceful resolution of disputes by courts or other legitimate authorities in U.S. history from early settlement to c. 1800.
- iii. Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
- iv. Identify and explain the functions of the three branches of government in the federal government.

III. Knowledge of continuity and change in the history of Missouri and the United States

- i. Describe the migrations of native Americans prior to 1800.
- ii. Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.
- iii. Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
- iv. Examine cultural interactions and conflicts among Native Americans, Immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
- v. Explain the causes of the American Revolution, including the perspectives of patriots, loyalists, Native Americans, African Americans and European allies.
- vi. Explain the factors that contributed to the colonists' success.
- vii. Describe the historical context for the drafting of the Declaration of Independence, the Constitution and the Bill of Rights.

- viii. Explain how the Declaration of Independence, the Constitution and the Bill of Rights affected people in the United States prior to c. 1800
 - ix. Investigate the causes and consequences of westward expansion prior to 1800
- IV. **Economic Concepts and Principles**
- i. Compare and contrast private and public goods and services.
 - ii. Define natural, capital and human resources.
 - iii. Define economy.
 - iv. Explain supply and demand
 - v. Conduct a personal cost-benefit analysis
 - vi. Define taxes and explain how taxes are generated and used.
 - vii. Explain factors, past and present, that influence changes in our state's economy.
- V. **Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment**
- i. Read and construct historical and current maps.
 - ii. Name and locate major cities, rivers, regions, and states which border Missouri.
 - iii. Describe and use absolute location using a grid system.
 - iv. Identify and compare physical characteristics of specific regions within the nation.
 - v. Identify and compare diverse human geographic characteristics of the nation.
 - vi. Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
 - vii. Describe how changes in communication and transportation technologies affect people's lives.
 - viii. Identify different regions in the United States and analyze how their characteristics affect people who live there.
 - ix. Explain how geography affected important events
- VI. **Knowledge of relationships of the individual and groups to institutions and cultural traditions**
- i. Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800.
 - ii. Take part in a constructive process or method for resolving conflicts.
 - iii. Research stories and songs that reflect the cultural history of the early United States prior to 1800.
 - iv. Describe how people in Missouri preserve their cultural heritage.
 - i. Examine roles among Native Americans, Immigrants, African Americans, women and others from early migrations to c. 1800.
- VII. **Knowledge of the use of tools of social science inquiry**
- i. Select and analyze primary and secondary social studies' sources to determine importance with guidance and support.
 - ii. Create and use artifacts to share information on social studies' topics.
 - iii. With guidance and support, use visual tools and informational texts to interpret, draw conclusions, make predictions, and communicate information and ideas.
 - iv. Identify facts and opinions in social studies' topics.
 - v. Identify point of view in social studies' topics.
 - vi. Present social studies' research to an audience using appropriate sources.
 - vii. Generate supporting questions about social studies' topics.
 - viii. Use steps in a process to investigate a social studies' question.
 - ix. Use appropriate sources to investigate social studies' questions.
 - x. Investigate an appropriate social studies' question and share results with assistance, if needed.