

Main Criteria: Adventures in Writing
Secondary Criteria: Rhode Island World-Class Standards
Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Rhode Island World-Class Standards

Language Arts

Grade 3 - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR 1.d. Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Capitalize appropriate words in titles.

SPECIFIC INDICATOR 2.f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

SPECIFIC INDICATOR 2.h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN Grade 3 Language Standards [L]		
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

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**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN College and Career Readiness Anchor Standards for Reading		
STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN College and Career Readiness Anchor Standards for Writing		
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition

SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Hannibal's War

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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John Muir

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.d. Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.c.	Use commas in addresses.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Leif Eriksson

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR 4 **Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR 2.a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with facts, definitions, and details.

SPECIFIC INDICATOR 2.d. Provide a concluding statement or section.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Magnets

Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR 4 **Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR 2.a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with facts, definitions, and details.

SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Sentence Structure and Meaning
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INDICATOR	1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Mayflower, Part 1

Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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SPECIFIC INDICATOR	9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM 8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
---------------------------------	--	--

GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
---------------------------------	--	--

GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Mayflower, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GSE STEM 6 Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR	1.b.	Ensure subject-verb and pronoun-antecedent agreement.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Language Arts

Grade 3 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
---------------------------------	--	--

GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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My Friend, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
--	--	---

GSE STEM 6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Word Usage
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INDICATOR 1.g. Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR 2.b. Capitalize appropriate words in titles.

SPECIFIC INDICATOR 2.f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

SPECIFIC INDICATOR 2.h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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My House, Part 1

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
--	--	----------------------------

GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
--	--	---

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
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GSE STEM		Fluency
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SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN Grade 3 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.d. Explain their own ideas and understanding in light of the discussion.

DOMAIN Grade 3 Speaking and Listening Standards [SL]

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM 4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

GSE STEM 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

DOMAIN Grade 3 Language Standards [L]

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

My House, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
--	--	--------------------------------

GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
--	--	---

GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
--	--	-------------------------

GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Word Usage
---------------------------	--	-------------------

INDICATOR	1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Nile River, Yangtze River

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
DOMAIN Grade 3 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE Grade 3 Reading Standards for Informational Text [RI]		
GSE STEM Key Ideas and Details		
SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN Grade 3 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE Grade 3 Reading Standards for Informational Text [RI]		
GSE STEM Craft and Structure		
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN Grade 3 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE Grade 3 Reading Standards for Informational Text [RI]		
GSE STEM Integration of Knowledge and Ideas		
SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN Grade 3 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE Grade 3 Reading Standards for Informational Text [RI]		
GSE STEM Range of Reading and Level of Text Complexity		
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
DOMAIN Grade 3 Reading Standards		
STATEMENT OF ENDURING KNOWLEDGE Grade 3 Reading Standards for Foundational Skills [RF]		
GSE STEM Phonics and Word Recognition		
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
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GSE STEM		Fluency
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SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
--	--	--

GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Rhode Island World-Class Standards
Language Arts
 Grade 3 - Adopted: 2021

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition

SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Roanoke, Part 1

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

SPECIFIC INDICATOR 9 Compare and contrast the most important points and key details presented in two texts on the same topic.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR 4 Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM 4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

GSE STEM 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Roanoke, Part 2

Rhode Island World-Class Standards

Language Arts

Grade 3 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Roman Colosseum

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Roman Hoplite, American Quarter Horse

Rhode Island World-Class Standards

Language Arts

Grade 3 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure

SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rooster, Part 1

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM 1 Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

GSE STEM 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

GSE STEM 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM 10 Independently and proficiently read and comprehend complex literary and informational texts.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN**College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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SPECIFIC INDICATOR		Word Usage
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INDICATOR	1.g.	Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR 4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
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SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Rooster, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

GSE STEM 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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The Fox and the Crow, Part 1

Rhode Island World-Class Standards

Language Arts

Grade 3 - Adopted: 2021

DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN**College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details
SPECIFIC INDICATOR	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
SPECIFIC INDICATOR	2	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
SPECIFIC INDICATOR	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
SPECIFIC INDICATOR	6	Distinguish their own point of view from that of a text's narrator or those of its characters.

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

DOMAIN**Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity

SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas

SPECIFIC INDICATOR 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR 4 **Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR 3.a. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR 1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)

SPECIFIC INDICATOR 1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SPECIFIC INDICATOR 1.d. Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM 4 Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)

GSE STEM 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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The Fox and the Crow, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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SPECIFIC INDICATOR	2	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
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DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases,⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

The Theft of Thor's Hammer, Part 1

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM	3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
GSE STEM	6	Assess how point of view or purpose shapes the content and style of a text.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

GSE STEM 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SPECIFIC INDICATOR 2 Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.

SPECIFIC INDICATOR 3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Craft and Structure
SPECIFIC INDICATOR	4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
SPECIFIC INDICATOR	5	Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.
SPECIFIC INDICATOR	6	Distinguish their own point of view from that of a text's narrator or those of its characters.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Range of Reading and Level of Text Complexity
SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
GSE STEM		Integration of Knowledge and Ideas
SPECIFIC INDICATOR	7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
INDICATOR	3.b.	Decode words with common Latin suffixes.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	4.a.	Read grade-level text with purpose and understanding.
INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
SPECIFIC INDICATOR	3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

The Theft of Thor's Hammer, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Present information, findings, and supporting evidence such that:

SPECIFIC INDICATOR

The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Literature [RL]
GSE STEM		Key Ideas and Details

SPECIFIC INDICATOR	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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SPECIFIC INDICATOR	2	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.
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DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition

SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency

SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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DOMAIN Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.a.	Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
SPECIFIC INDICATOR		Sentence Structure and Meaning

INDICATOR 1.b. Ensure subject-verb and pronoun-antecedent agreement.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Capitalize appropriate words in titles.

SPECIFIC INDICATOR 2.f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

SPECIFIC INDICATOR 2.h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SPECIFIC INDICATOR 3.a. Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR 4.b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

SPECIFIC INDICATOR 4.d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).

SPECIFIC INDICATOR 4.e. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Tornadoes

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.

DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN

Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN

Grade 3 Reading Standards

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN

Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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DOMAIN

Grade 3 Writing Standards [W]

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

SPECIFIC INDICATOR	3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
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SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
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SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

Treasure Map, Part 1

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN **College and Career Readiness Anchor Standards for Reading**

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **College and Career Readiness Anchor Standards for Speaking and Listening**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Integration of Knowledge and Ideas
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SPECIFIC INDICATOR 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR 10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
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GSE STEM		Fluency
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SPECIFIC INDICATOR 4 **Read with sufficient accuracy and fluency to support comprehension.**

INDICATOR 4.a. Read grade-level text with purpose and understanding.

INDICATOR 4.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

INDICATOR 4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Treasure Map, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR 2.a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

SPECIFIC INDICATOR 2.b. Develop the topic with facts, definitions, and details.

SPECIFIC INDICATOR 2.d. Provide a concluding statement or section.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	6	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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GSE STEM	1	Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
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GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure
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GSE STEM	4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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GSE STEM	5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to each other and the whole.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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GSE STEM	9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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DOMAIN College and Career Readiness Anchor Standards for Reading

STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity
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GSE STEM	10	Independently and proficiently read and comprehend complex literary and informational texts.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
---------------------------------	--	--

GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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GSE STEM	9	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research.
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DOMAIN College and Career Readiness Anchor Standards for Writing

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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GSE STEM	2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Present information, findings, and supporting evidence such that:
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SPECIFIC INDICATOR		The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
--	--	--

GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
--	--	------------------------------

GSE STEM	3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN College and Career Readiness Anchor Standards for Language

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
--	--	---------------------------------------

GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
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GSE STEM		Key Ideas and Details
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SPECIFIC INDICATOR	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
--	--	--

GSE STEM		Craft and Structure
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SPECIFIC INDICATOR	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
--	--	--

GSE STEM		Integration of Knowledge and Ideas
-----------------	--	---

SPECIFIC INDICATOR	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
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SPECIFIC INDICATOR	9	Compare and contrast the most important points and key details presented in two texts on the same topic.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Informational Text [RI]
--	--	--

GSE STEM		Range of Reading and Level of Text Complexity
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SPECIFIC INDICATOR	10	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
GSE STEM		Fluency
SPECIFIC INDICATOR	4	Read with sufficient accuracy and fluency to support comprehension.

INDICATOR	4.a.	Read grade-level text with purpose and understanding.
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INDICATOR	4.b.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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INDICATOR	4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
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SPECIFIC INDICATOR	5.a.	Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).
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SPECIFIC INDICATOR	5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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GSE STEM	8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
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GSE STEM	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SPECIFIC INDICATOR	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.)
SPECIFIC INDICATOR	1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SPECIFIC INDICATOR	1.d.	Explain their own ideas and understanding in light of the discussion.

DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Comprehension and Collaboration
--	--	--

GSE STEM	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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DOMAIN **Grade 3 Speaking and Listening Standards [SL]**

STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
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GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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GSE STEM	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language Standards 1 and 3 for specific expectations.)
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
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GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
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GSE STEM	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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SPECIFIC INDICATOR	3.a.	Choose words and phrases for effect.
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

SPECIFIC INDICATOR	4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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SPECIFIC INDICATOR	4.d.	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., N, S, E, W on a map).
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SPECIFIC INDICATOR	4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.

SPECIFIC INDICATOR	5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, ⁸ including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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William Penn, Part 2

**Rhode Island World-Class Standards
Language Arts
Grade 3 - Adopted: 2021**

DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM	4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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GSE STEM	5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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DOMAIN **College and Career Readiness Anchor Standards for Writing**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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DOMAIN **College and Career Readiness Anchor Standards for Language**

STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
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GSE STEM	6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.
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DOMAIN **Grade 3 Reading Standards**

STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards for Foundational Skills [RF]
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GSE STEM		Phonics and Word Recognition
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SPECIFIC INDICATOR	3	Know and apply grade-level phonics and word analysis skills in decoding words.
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INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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INDICATOR	3.b.	Decode words with common Latin suffixes.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
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GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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SPECIFIC INDICATOR	2.a.	Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
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SPECIFIC INDICATOR	2.b.	Develop the topic with facts, definitions, and details.
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SPECIFIC INDICATOR	2.d.	Provide a concluding statement or section.
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DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.

SPECIFIC INDICATOR 5.a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).

SPECIFIC INDICATOR 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Production and Distribution of Writing
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GSE STEM 6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

DOMAIN **Grade 3 Writing Standards [W]**

STATEMENT OF ENDURING KNOWLEDGE		Range of Writing
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GSE STEM 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN **Grade 3 Language Standards [L]**

STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPECIFIC INDICATOR 2.b. Capitalize appropriate words in titles.

SPECIFIC INDICATOR 2.f. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

SPECIFIC INDICATOR 2.h. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

DOMAIN **Grade 3 Language Standards [L]**

