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

Rho de 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		College and Career Readiness Anchor Standards for Reading Range of Reading and Level of Text Complexity
STATEMENT OF ENDURING	10	
STATEMENT OF ENDURING KNOWLEDGE	10	Range of Reading and Level of Text Complexity
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	10	Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately
STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend complex literary and informational texts. College and Career Readiness Anchor Standards for Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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	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
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

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]
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		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	Ŋ

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	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.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.
	3.a.	Choose words and phrases for effect. Grade 3 Language Standards [L]
INDICATOR	3.a.	
DOMAIN STATEMENT OF ENDURING	3.a.	Grade 3 Language Standards [L]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	4	Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	4.a.	Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	4.a. 4.d.	Crade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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).
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	4.a. 4.d.	Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

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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		Phodo Ioland World Class Standards
		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.
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
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	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
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
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]
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.
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	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
		Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-

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]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Language Standards [L] Knowledge of Language
STATEMENT OF ENDURING	3	
STATEMENT OF ENDURING KNOWLEDGE	3	Knowledge of Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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.

INDICATOR		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 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	
GSE STEM	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
DOMAIN STATEMENT OF ENDURING	2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	4	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to

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.
GSE STEM	6	Use technology to produce and publish writing and to interact and collaborate with others.
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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	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 Con OF ENDURING KNOWLEDGE	nventions of Standard English
GSE STEM 1 Dem	monstrate command of the conventions of standard English grammar and usage when writing or speaking.
GSE STEM 2 Dem	monstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN Colle	lege and Career Readiness Anchor Standards for Language
STATEMENT Kno OF ENDURING KNOWLEDGE	owledge of Language
	oly knowledge of language to understand how language functions in different contexts, to make effective choices meaning or style, and to comprehend more fully when reading or listening.
DOMAIN Colle	lege and Career Readiness Anchor Standards for Language
STATEMENT Voc OF ENDURING KNOWLEDGE	cabulary Acquisition and Use
	termine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, alyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
read	quire and use accurately a range of general academic and domain-specific words and phrases sufficient for ding, writing, speaking, and listening at the college and career readiness level; demonstrate independence in hering vocabulary knowledge.
DOMAIN Gra	ade 3 Reading Standards
STATEMENT Gra OF ENDURING KNOWLEDGE	ade 3 Reading Standards for Informational Text [RI]
GSE STEM Key	y Ideas and Details
SPECIFIC 2 Det	termine the main idea of a text; recount the key details and explain how they support the main idea.
DOMAIN Gra	ade 3 Reading Standards
STATEMENT Gra OF ENDURING KNOWLEDGE	ade 3 Reading Standards for Informational Text [RI]
GSE STEM Cra	aft and Structure
	termine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 bic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN Gra	ade 3 Reading Standards
STATEMENT Gra OF ENDURING KNOWLEDGE	ade 3 Reading Standards for Informational Text [RI]

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.
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	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
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
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., <, >).
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.)

Hannibal's War

Rho de 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.
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	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
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
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]
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		Text Types and Purposes
GSE STEM	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	1	

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 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 ow 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 2.b.	
SPECIFIC		spelling when writing.
SPECIFIC INDICATOR SPECIFIC	2.b.	Spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.b. 2.f.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.b. 2.f.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.b. 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). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L]
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.b. 2.f. 2.h.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L] Knowledge of Language
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2.b. 2.f. 2.h.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 a words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or commeveryday 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., <, indicator) STATEMENT OF ENDURING KNOWLEDGE 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). STATEMENT OF A Language Standards [L] STATEMENT OF S. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases, 8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standards phrases, 8 including those that signal spatial and temporal relationships.	STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use
NDICATOR	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.
INDICATOR words and phrases. e. Recognize and use appropriately abbreviations related to grade-level content or commeveryday 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., <, INDICATOR) TATEMENT OF ENDURING KNOWLEDGE SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). SPECIFIC INDICATOR Tatement OF ENDURING KNOWLEDGE TATEMENT OF ENDURING KNOWLEDGE Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writis Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying		4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN Grade 3 Language Standards [L] STATEMENT OF ENDURING KNOWLEDGE 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). STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying		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).
STATEMENT OF ENDURING KNOWLEDGE 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). STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Stand and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying		4.e.	Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).
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 GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying	DOMAIN		Grade 3 Language Standards [L]
SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Grade 3 Language Standards [L] Vocabulary Acquisition and Use GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying	OF ENDURING		Vocabulary Acquisition and Use
DOMAIN Grade 3 Language Standards [L] Vocabulary Acquisition and Use Vocabulary Acquisition and Use GSE STEM Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying	GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Stand and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying		5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 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	DOMAIN		Grade 3 Language Standards [L]
phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writi Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying	OF ENDURING		Vocabulary Acquisition and Use
	GSE STEM	6	
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Rho de 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.
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.
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
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	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		Drecontation of Knowledge and Ideas
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		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.
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		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.

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
OF ENDURING	10	Range of Writing 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.
OF ENDURING KNOWLEDGE	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OF ENDURING KNOWLEDGE	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.
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING	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. Grade 3 Speaking and Listening Standards [SL]
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE		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. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration 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
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	1	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. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration 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. 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
OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	1 1.a.	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. Grade 3 Speaking and Listening Standards [SL] Comprehension and Collaboration 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. 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.) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,

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.c.	Use commas in addresses.
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.)
		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
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.

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.
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
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	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	Dresent information findings and supporting oxidence such that
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		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.
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		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

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
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	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STATEMENT OF ENDURING KNOWLEDGE		Knowledge of Language
DOMAIN		Grade 3 Language Standards [L]
SPECIFIC INDICATOR	2.h.	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, endir rules, meaningful word parts) in writing words.
SPECIFIC INDICATOR	2.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e. sitting, smiled, cries, happiness).
SPECIFIC INDICATOR	2.b.	Capitalize appropriate words in titles.
GSE STEM	2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
DOMAIN		Grade 3 Language Standards [L]
INDICATOR	1.b.	Ensure subject-verb and pronoun-antecedent agreement.
SPECIFIC INDICATOR		Sentence Structure and Meaning
GSE STEM	1	Demonstrate command of the conventions of standard English grammar and usage when writing of speaking; retain and further develop language skills learned in previous grades. (See grade 3 Writ Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
STATEMENT OF ENDURING KNOWLEDGE		Conventions of Standard English
DOMAIN		Grade 3 Language Standards [L]
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.)
GSE STEM	4	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate 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.)
STATEMENT OF ENDURING KNOWLEDGE		Presentation of Knowledge and Ideas
DOMAIN		Grade 3 Speaking and Listening Standards [SL]
		formats, including visually, quantitatively, and orally.

SPECIFIC 1. Use sentence-level context as a clue to the meaning of a word or phrase. SPECIFIC 1. 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 1. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >). SPECIFIC 1. Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >). STATEMENT OF ENDURING KNOWLEDGE GSE STEM 5 Demonstrate understanding of word relationships and nuances in word meanings. SPECIFIC 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 STATEMENT OF SAL Language Standards [L] STATEMENT OF SAL Language Standards [L] STATEMENT OF SAL Language Standards [L] STATEMENT OF ENDURING KNOWLEDGE GSE STEM 6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and general academic academic and general academic	DOMAIN		Grade 3 Language Standards [L]
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INDICATOR 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., <, >). TATEMENT OF ENDURING KNOWLEDGE 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). STATEMENT OF ENDURING KNOWLEDGE Vocabulary Acquisition and Use STATEMENT OF ENDURING KNOWLEDGE 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		4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
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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 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	DOMAIN		Grade 3 Language Standards [L]
SPECIFIC INDICATOR 5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). Grade 3 Language Standards [L] STATEMENT OF ENDURING KNOWLEDGE 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	OF ENDURING		Vocabulary Acquisition and Use
DOMAIN Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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	GSE STEM	5	Demonstrate understanding of word relationships and nuances in word meanings.
STATEMENT OF ENDURING KNOWLEDGE 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		5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
GSE STEM 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	DOMAIN		Grade 3 Language Standards [L]
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	OF ENDURING		Vocabulary Acquisition and Use
	GSE STEM	6	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
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Rho de 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.
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
OF ENDURING	10	Range of Writing 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.
OF ENDURING KNOWLEDGE	10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
OF ENDURING KNOWLEDGE	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.

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		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.
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		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
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
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	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	1.b.	Ensure subject-verb and pronoun-antecedent agreement. Grade 3 Language Standards [L]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	1.b.	
STATEMENT OF ENDURING	1.b.	Grade 3 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Grade 3 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2 2.b.	Grade 3 Language Standards [L] Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,

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.)
		Mayflower, Part 1

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

College and Career Readiness Anchor Standards for Reading

DOMAIN

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
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		Integration of Knowledge and Ideas
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.
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	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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.
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	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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING	1	
STATEMENT OF ENDURING KNOWLEDGE	1 2	Conventions of Standard English
ST AT EMENT OF ENDURING KNOWLEDGE		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN ST AT EMENT OF ENDURING		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. College and Career Readiness Anchor Standards for Language Knowledge of Language 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.

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).
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 Grade 3 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING		
STATEMENT OF ENDURING KNOWLEDGE	10	Grade 3 Reading Standards for Informational Text [RI]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	10	Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science,
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	10	Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity 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.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	10	Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity 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. Grade 3 Reading Standards

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.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up and including grade 3).
DOMAIN		Grade 3 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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
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 ow clearly.
	1 -	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and
SPECIFIC INDICATOR	1.a.	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.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 3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
SPECIFIC		
SPECIFIC INDICATOR		Choose words and phrases for effect.
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Choose words and phrases for effect. Grade 3 Language Standards [L]
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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 DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC SPECIFIC	3.a. 4	Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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
SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	3.a. 4.d.	Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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 DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	3.a. 4.d.	Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Use sentence-level context as a clue to the meaning of a word or phrase. 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). Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).

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.)
		Mayflower, Part 2
		Rho de 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.
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 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
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
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

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	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	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 Friend, Part 1

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.
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.
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	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.
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.

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

GSE STEM

2

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).
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 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
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.
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.

College and Career Readiness Anchor Standards for Language

DOMAIN

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
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
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
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
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	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		Word Usage
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.
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	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 1

Rhode Island World-Class Standards Language Arts

Grade 3 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading
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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.

DOMAIN College and Career Readiness Anchor Standards for Writing

DOMAIN

DOMAIN

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.

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.

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.

DOMAIN College and Career Readiness Anchor Standards for Speaking and Listening

STATEMENT Presentation of Knowledge and Ideas OF ENDURING KNOWLEDGE	
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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
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
	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
SPECIFIC INDICATOR		topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
		topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards
INDICATOR		
DOMAIN STATEMENT OF ENDURING		Grade 3 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4	Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Fluency
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	4	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Grade 3 Writing Standards [W]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4 4.b.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Grade 3 Writing Standards [W] Text Types and Purposes

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).
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

DOMAIN	College and C	areer Readiness	Anchor Sta	indards for i	writing

DOMAIN

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.

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		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 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
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
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
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
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	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		Word Usage
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.
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).

CDECIFIC		
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	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 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.)
		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
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	· · · · · · · · · · · · · · · · · · ·
		evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
GSE STEM		evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
GSE STEM DOMAIN STATEMENT OF ENDURING		evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading
GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2	evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading Craft and Structure Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative
GSE STEM DOMAIN ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM	4	evidence when writing or speaking to support conclusions drawn from a text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. College and Career Readiness Anchor Standards for Reading Craft and Structure 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. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text relate to

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
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
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]
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).
	8	
INDICATOR	8	cause/effect, first/second/third in a sequence).
DOMAIN STATEMENT OF ENDURING	8	cause/effect, first/second/third in a sequence). Grade 3 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	10	cause/effect, first/second/third in a sequence). Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		cause/effect, first/second/third in a sequence). Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend informational texts, including history/social studies, science,
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Cause/effect, first/second/third in a sequence). Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity 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 STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Cause/effect, first/second/third in a sequence). Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Range of Reading and Level of Text Complexity 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. Grade 3 Reading Standards

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

Orchestra and Conductor

Rhode Island World-Class Standards Language Arts

Grade 3 - Adopted: 2021

DOMAIN	College and Career Readiness Anchor Standards for Reading
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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		Presentation of Knowledge and Ideas
OF ENDURING KNOWLEDGE		Tresentation 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		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.
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.
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 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.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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., <, >).
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.)
		Roanoke, Part 1
		Rho de 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.

Craft and Structure

College and Career Readiness Anchor Standards for Reading

meanings, and analyze how specific word choices shape meaning or tone.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

DOMAIN

STATEMENT

GSE STEM

OF ENDURING KNOWLEDGE

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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.
DOMAIN		College and Career Readiness Anchor Standards for Reading
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas
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.
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	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge
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.
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	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
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
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]
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).
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
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Gradespecific expectations for writing types are defined in standards 1–3 above.)

STATEMENT OF ENDURING		Production and Distribution of Writing
KNOWLEDGE 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		Research to Build and Present Knowledge
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
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.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own
	1.a. 1.b.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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
INDICATOR SPECIFIC		with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
SPECIFIC INDICATOR SPECIFIC	1.b.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.) 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 SPECIFIC INDICATOR	1.b.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.) 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). Explain their own ideas and understanding in light of the discussion.
SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1.b.	with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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.) 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). Explain their own ideas and understanding in light of the discussion. 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).
DOMAIN		Grade 3 Language Standards [L]
STATEMENT OF ENDURING KNOWLEDGE		Vocabulary Acquisition and Use

		Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words at phrases,8 including those that signal spatial and temporal relationships. (See grade 3 Reading Literature Standard 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.)
		Roanoke, Part 2
		Rho de 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.
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 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 writi
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 preading, writing, speaking, and listening at the college and career readiness level; demonstrated gathering vocabulary knowledge.	phrases sufficient for
	trate independence in
DOMAIN Grade 3 Writing Standards [W]	
STATEMENT Text Types and Purposes OF ENDURING KNOWLEDGE	
GSE STEM 2 Write informative/explanatory texts to examine a topic and convey ideas and inf	formation clearly.
SPECIFIC 2.a. Introduce a topic and group-related information together; include illustrations when useful to INDICATOR	o aiding comprehension.
SPECIFIC 2.b. Develop the topic with facts, definitions, and details. INDICATOR	
SPECIFIC 2.d. Provide a concluding statement or section. INDICATOR	
DOMAIN Grade 3 Writing Standards [W]	
STATEMENT Production and Distribution of Writing OF ENDURING KNOWLEDGE	
GSE STEM 4 Produce writing in which the development and organization are appropriate to task, purpose specific expectations for writing types are defined in standards 1–3 above.)	e, and audience. (Grade-
DOMAIN Grade 3 Writing Standards [W]	
STATEMENT Production and Distribution of Writing OF ENDURING KNOWLEDGE	
GSE STEM 5 Develop and strengthen writing as needed by planning, revising, and editing.	
SPECIFIC 5.a. Demonstrate command of standard English conventions (as described in Language Stand including grade 3).	lards 1–3 up to and
SPECIFIC 5.b. Demonstrate the ability to choose and use appropriate vocabulary (as described in Languary INDICATOR and including grade 3).	uage Standards 4–6 up to
DOMAIN Grade 3 Writing Standards [W]	
STATEMENT Production and Distribution of Writing OF ENDURING KNOWLEDGE	
GSE STEM 6 Use technology to produce and publish writing (using keyboarding skills) as well as to interaction others.	act and collaborate with
DOMAIN Grade 3 Writing Standards [W]	
STATEMENT Range of Writing OF ENDURING KNOWLEDGE	

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]
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	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.)
		Roman Colosseum

Rhode Island World-Class Standard 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.
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.
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.

College and Career Readiness Anchor Standards for Speaking and Listening

DOMAIN

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 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		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.
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		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.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN		Grade 3 Writing Standards [W]
		State 5 Witting Standards [W]
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
OF ENDURING	2	
OF ENDURING KNOWLEDGE	2 2.a.	Text Types and Purposes
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details.
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Grade 3 Writing Standards [W]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Grade 3 Writing Standards [W] Production and Distribution of Writing Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together, include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Grade 3 Writing Standards [W] Production and Distribution of Writing 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.)
GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.a. 2.b.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Grade 3 Writing Standards [W] Production and Distribution of Writing 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.) Grade 3 Writing Standards [W]

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	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.
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 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.)
		Roman Hoplite, American Quarter Horse
		Rho de 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, buildir 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
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
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]
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 Grade 3 Reading Standards for Foundational Skills [RF]
STATEMENT OF ENDURING		
STATEMENT OF ENDURING KNOWLEDGE	4	Grade 3 Reading Standards for Foundational Skills [RF]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	4 4.a.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR		Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4.a.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.
ST AT EMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	4.a. 4.b.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR	4.a. 4.b.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	4.a. 4.b.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Writing Standards [W]
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	4.a. 4.b. 4.c.	Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Grade 3 Writing Standards [W] Production and Distribution of Writing

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		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.)
		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
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	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.
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	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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Presentation of Knowledge and Ideas
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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
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]
OF ENDURING		Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas
OF ENDURING KNOWLEDGE	8	
OF ENDURING KNOWLEDGE GSE STEM	8	Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,
GSE STEM SPECIFIC INDICATOR	8	Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	8	Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Grade 3 Reading Standards

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	1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the tonic to explore ideas under discussion. (See grade 3 Reading Literature

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.)

INDICATOR

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	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		Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by
	1.g.	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR	1.g.	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage
INDICATOR	1.g.	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.
INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	1.g.	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. Grade 3 Language Standards [L]
INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	-	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. Grade 3 Language Standards [L] Knowledge of Language
INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. Grade 3 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	3	Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.) Word Usage Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs. Grade 3 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.

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.)
		Rooster, Part 2
		Rho de 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

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

through the effective selection, organization, and analysis of content.

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
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 i gathering vocabulary knowledge.
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 comprehens
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
GSE STEM	4	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Graspecific expectations for writing types are defined in standards 1–3 above.)
DOMAIN		Grade 3 Writing Standards [W]
		Production and Distribution of Writing
STATEMENT OF ENDURING KNOWLEDGE		
OF ENDURING	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		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 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.	
SPECIFIC		spelling when writing.
SPECIFIC INDICATOR SPECIFIC	2.b.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC	2.b. 2.f.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR	2.b. 2.f.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	2.b. 2.f.	Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L]
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	2.b. 2.f. 2.h.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L] Knowledge of Language
SPECIFIC INDICATOR SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2.b. 2.f. 2.h.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Grade 3 Language Standards [L] Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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 Fox and the Crow, Part 1
		Rho de 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
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
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	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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.
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	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		College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Presentation of Knowledge and Ideas
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

DOMAIN College and Career Readiness Anchor Standards for Language

DOMAIN

Grade 3 Reading Standards

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 2 Beading 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
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.)
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]

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

DOMAIN College and Career Readiness Anchor Standards for Readin

STATEMENT OF ENDURING KNOWLEDGE		Key Ideas and Details
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 Writing

structured sequences.

STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes
GSE STEM	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-

DOMAIN	College and Career Readiness Anchor Standards for Writing

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
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.
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
OF ENDURING	3	Text Types and Purposes Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.
OF ENDURING KNOWLEDGE	3	Write narratives in prose or poem form to develop experiences or events using effective literary
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Grade 3 Writing Standards [W]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Grade 3 Writing Standards [W] Production and Distribution of Writing Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	3.a.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences. Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence. Grade 3 Writing Standards [W] Production and Distribution of Writing 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.)

GSE STEM	5	Develop and strengthen writing as needed by planning, revising, and editing.
GSE STEW	3	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		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.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.	

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Reading

GSE STEM

DOMAIN

STATEMENT OF ENDURING KNOWLEDGE 3

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.
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
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	3	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
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.
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	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
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 wri
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 cho 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 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 answers.
SPECIFIC INDICATOR	2	Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lessor 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 the sequence of events.
		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.

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

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]

GSE STEM

10

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.f.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
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., <, >).
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.)
		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
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 Writing
STATEMENT OF ENDURING KNOWLEDGE		Text Types and Purposes

Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-

GSE STEM

3

structured sequences.

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.

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

GSE STEM

2

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 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.
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	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC	3	
SPECIFIC INDICATOR		Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
SPECIFIC INDICATOR INDICATOR INDICATOR	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards
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SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a. 3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF]
SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	3.a. 3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension.
SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR INDICATOR	3.a. 3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Fluency Read with sufficient accuracy and fluency to support comprehension. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
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Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative

SPECIFIC

INDICATOR

3.a.

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).
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		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	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
OF ENDURING	3	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OF ENDURING KNOWLEDGE	3 3.a.	
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GSE STEM SPECIFIC INDICATOR		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect.
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING		Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L]
OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,
GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	3.a. 4	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Grade 3 Language Standards [L] Vocabulary Acquisition and Use 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. 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). 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

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.)
		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
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.
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	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
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

Knowledge of Language Knowledge of Language or Endpuring 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 listering. College and Career Readiness Anchor Standards for Language Vocabulary Acquisition and Use STATEMENT OF ENDURING KNOWLEDGE 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 consuling 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 genthering vocabulary knowledge. DOMAIN Grade 3 Reading Standards Grade 3 Reading Standards Grade 3 Reading Standards STATEMENT OF ENDURING KNOWLEDGE GSE STEM Rey Ideas and Details STATEMENT OF ENDURING Crade 3 Reading Standards for informational Text [RI] Craft and Structure SPECIFIC 1 Determine the main idea of a text recount the key details and explain how they support the main idea. NOCATOR 1 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 4-0 on applying knowledge of vocabulary to reading.) DOMAIN Grade 3 Reading Standards STATEMENT OF ST			
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GSE STEM Range of Reading and Level of Text Complexity	OF ENDURING		Grade 3 Reading Standards for Informational Text [RI]
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM Phonics and Word Recognition		10	
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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 GSE STEM Fluency SPECIFIC INDICATOR 4.a. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 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 GSE STEM 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SPECIFIC 2.a. Introduce a topic and group-related information together, include illustrations when useful to aiding comprehension. INDICATOR CRADE 3 Writing Standards [W] Text Types and Purposes DOMAIN Grade 3 Writing Standards [W] Text Types and Purposes COMAIN Grade 3 Writing Standards [W] Text Types and Purposes DOMAIN Grade 3 Writing Standards [W] Text Types and Purposes COMAIN Grade 3 Writing Standards [W] Text Types and Purposes COMAIN Grade 3 Writing Standards [W] Text Types and Purposes COMAIN Grade 3 Writing Standards [W] Text Types and Purposes Composition and details, and clear sequences.	GSE STEM		Phonics and Word Recognition
INDICATOR 3.b. Decode words with common Latin suffixes. DOMAIN Grade 3 Reading Standards		3	Know and apply grade-level phonics and word analysis skills in decoding words.
Grade 3 Reading Standards Grade 3 Reading Standards for Foundational Skills [RF] Grade 3 Reading Standards for Foundational Skills [RF] Grade 3 Reading Standards for Foundational Skills [RF] GSE STEM Fluency SPECIFIC 1 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] Text Types and Purposes GSE STEM 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. SPECIFIC 2.a. Introduce a topic and group-related information together, include illustrations when useful to aiding comprehension. INDICATOR POMAIN Grade 3 Writing Standards [W] STATEMENT OF ENDURING COMAIN Grade 3 Writing Standards [W] 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 3.b. Use dialogue and descriptions of actions, floughts, and feelings to develop experiences or events or show	INDICATOR	3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes.
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SPECIFIC 3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show	OF ENDURING		Text Types and Purposes
	GSE STEM	3	
		3.b.	

DOMAIN	Grade 3 Writing Standards [W]
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INDICATOR

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
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	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., <, >).
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.)
		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	Craft and Structure
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KNOWLEDGE	

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	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.
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	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
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
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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI]
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STATEMENT OF ENDURING KNOWLEDGE	1	Grade 3 Reading Standards for Informational Text [RI]
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STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	2	Grade 3 Reading Standards for Informational Text [RI] Key Ideas and Details Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3

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.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		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).
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 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.
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Use technology to produce and publish writing and to interact and collaborate with others.

GSE STEM

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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.
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
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
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).

Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4-6 up to

DOMAIN Grade 3 Writing Standards [W]

and including grade 3).

5.b.

SPECIFIC

INDICATOR

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 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	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.)

William Penn, Part 1

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		Integration of Knowledge and Ideas
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.
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	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.
DOMAIN		College and Career Readiness Anchor Standards for Writing
STATEMENT OF ENDURING KNOWLEDGE		Research to Build and Present Knowledge

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.
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	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
DOMAIN STATEMENT OF ENDURING KNOWLEDGE		College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas
STATEMENT OF ENDURING	4	
STATEMENT OF ENDURING KNOWLEDGE	4	Presentation of Knowledge and Ideas
STATEMENT OF ENDURING KNOWLEDGE GSE STEM	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that:
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR	4	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	1	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE		Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM GSE STEM	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM DOMAIN STATEMENT OF ENDURING STATEMENT OF ENDURING	1	Present information, findings, and supporting evidence such that: The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3
INDICATOR	·	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
	·	
INDICATOR		topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
DOMAIN STATEMENT OF ENDURING		topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE	8	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI]
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC		topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison,
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC	8	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR	8	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic.
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING	8	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic. Grade 3 Reading Standards
DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	8	topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI] Integration of Knowledge and Ideas Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare and contrast the most important points and key details presented in two texts on the same topic. Grade 3 Reading Standards Grade 3 Reading Standards for Informational Text [RI]

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		Research to Build and Present Knowledge
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
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.
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.)
		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
		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.)
		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.) William Penn, Part 2

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.
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 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 Foundational Skills [RF]
GSE STEM		Phonics and Word Recognition
SPECIFIC INDICATOR	3	Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC	3 3.a.	
SPECIFIC INDICATOR		Know and apply grade-level phonics and word analysis skills in decoding words.
SPECIFIC INDICATOR	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes.
SPECIFIC INDICATOR INDICATOR INDICATOR	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes.
SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING	3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Writing Standards [W]
SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE	3.a. 3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Writing Standards [W] Text Types and Purposes
SPECIFIC INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC	3.a. 3.b.	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
SPECIFIC INDICATOR INDICATOR INDICATOR INDICATOR DOMAIN STATEMENT OF ENDURING KNOWLEDGE GSE STEM SPECIFIC INDICATOR SPECIFIC SPECIFIC	3.a. 3.b. 2	Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Grade 3 Writing Standards [W] Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

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 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 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).
	2.f. 2.h.	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

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).
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.)