Main Criteria: Adventures in Writing

Secondary Criteria: Nevada Academic Content Standards

Subject: Language Arts
Grade: 3

Adventures in Writing

Benjamin Franklin's Lightning Rod

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

| CONTENT |
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| STANDARD |

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Craft and Structure |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / | Range of reading and Level of text Complexity |
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| | Range of reading and Level of text complexity |
| INDICATOR | |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
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| STRAND / INDICATOR | | Key Ideas and Details |

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Reading Standards for Informational Text

| STANDARD | | |
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| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
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EXPECTATION

GRADE LEVEL W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
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| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |

| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.h. | Use coordinating and subordinating conjunctions. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
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| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
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| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
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| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

INDICATOR /

GRADE LEVEL 3. EXPECTATION

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College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Craft and Structure |
|---|----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writin Knowledge of Language |
| INDICATOR / GRADE LEVEL | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| EXPECTATION | | |

| STRAND / INDICATOR | | Vocabulary acquisition and Use |
|--|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
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| CONTENT STANDARD | | Reading Standards for Informational Text |
| | | Reading Standards for Informational Text Integration of Knowledge and Ideas |
| STANDARD STRAND / | RI.3.7. | |
| STANDARD STRAND / INDICATOR / GRADE LEVEL | RI.3.7. | Integration of Knowledge and Ideas Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Reading Standards for Informational Text |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | RI.3.8. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend informational texts, including history/social studies, science, and |

| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
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| GRADE LEVEL EXPECTATION | RF.3.3.a. | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| GRADE LEVEL EXPECTATION | RF.3.3.b. | Decode words with common Latin suffixes. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
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| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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Language Standards

| STRAND / INDICATOR | | Conventions of Standard English |
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| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
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GRADE LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

| GRADE LEVEL EXPECTATION | L.3.4.b. | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
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| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Hagia Sophia |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. | 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. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| GRADE LEVEL | | Knowledge of Language |
| GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | CCRA.L. 3. | Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices |
| INDICATOR / GRADE LEVEL EXPECTATION CONTENT | CCRA.L. 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. |
| GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | CCRA.L. 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. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use |

| CONTENT STANDARD | | Reading Standards for Informational Text |
|---|----------|---|
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / | | Phonics and Word Recognition |

STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. GRADE LEVEL EXPECTATION RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. GRADE LEVEL RF.3.3.b. Decode words with common Latin suffixes.

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STRAND / INDICATOR

Range of Writing

Reading Standards: Foundational Skills

| STANDARD | | |
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| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
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| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | | |

| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
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| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| EXPECTATION | | |
| | L.3.4.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). |
| GRADE LEVEL | | |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
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| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Hannibal's War |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
|---|----------------|--|
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| GRADE LEVEL | | Knowledge of Language |
| GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | CCRA.L. 3. | Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices |
| INDICATOR / GRADE LEVEL EXPECTATION CONTENT | CCRA.L. 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. |
| GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | CCRA.L. 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. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use |

| CONTENT STANDARD | | Reading Standards for Informational Text |
|---|----------|---|
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

CONTENT Reading Standards: Foundational Skills STANDARD

| STRAND / INDICATOR | | Fluency |
|---|-----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| CONTENT STANDARD | | Writing Standards |
|---|----------|---|
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / | | Comprehension and Collaboration |

STRAND / INDICATOR INDICATOR / SL.3.1. 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 over

other information known about the topic to explore ideas under discussion.

| GRADE LEVEL EXPECTATION | | with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
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| | | |
| GRADE LEVEL | SL.3.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and |

| GRADE LEVEL | SL.3.1.b. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, |
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| EXPECTATION | | speaking one at a time about the topics and texts under discussion). |

| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
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| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| | | |

| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
|---|----------|--|
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | John Muir |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing Knowledge of Language |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grad topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| | | |

| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
|---|-----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

CONTENT STANDARD

STANDARD

Writing Standards

| STRAND / INDICATOR | | Range of Writing |
|---|-----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |

| CTDAND / | | Compositions of Standard English |
|---|----------|---|
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.b. | Use commas in addresses. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Leif Eriksson |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / | CCDA D | Analyze the etwenting of touts including how appoins containing the containing of the containing of the containing the containing of the c |

INDICATOR / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

GRADE LEVEL 5. section, chapter, scene, or stanza) relate to each other and the whole.

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College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
|--|---------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| | | College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing |
| STANDARD STRAND / | CCRA.W. | |
| STRAND / INDICATOR / GRADE LEVEL | 4. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | 4. CCRA.W. 5. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION | 4. CCRA.W. 5. | Production and Distribution of Writing 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 4. CCRA.W. 5. | 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. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

| STRAND / INDICATOR | | Comprehension and Collaboration |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
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| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT ST ANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT ST ANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT ST ANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
|---|-----------|---|--|
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. | |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. | |
| CONTENT STANDARD | | Writing Standards | |
| STRAND / INDICATOR | | Production and Distribution of Writing | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | |
| CONTENT STANDARD | | Writing Standards | |
| STRAND / INDICATOR | | Range of Writing | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. | |
| CONTENT STANDARD | | Speaking and Listening Standards | |
| STRAND / INDICATOR | | Comprehension and Collaboration | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. | |
| GRADE LEVEL EXPECTATION | SL.3.1.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. | |
| GRADE LEVEL EXPECTATION | SL.3.1.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). | |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | |

| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
|---|----------------------|---|
| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or |
| GRADE LEVEL EXPECTATION | | speaking. |
| | L.3.1.a. | |
| GRADE LEVEL | L.3.1.a. L.3.1.d. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| GRADE LEVEL EXPECTATION GRADE LEVEL | | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | L.3.1.d. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | L.3.1.d. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | L.3.1.d. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement. Language Standards |

| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
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| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
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Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details | | | |
|---|---------------|---|--|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading | | | |
| STRAND / INDICATOR | | Craft and Structure | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | | | |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading | | | |
| | | College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas | | | |
| STANDARD STRAND / | CCRA.R. | | | | |
| STANDARD STRAND / INDICATOR / GRADE LEVEL | | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well | | | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* | | | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | 7. | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading | | | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | 7. | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity | | | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 7. | Integration of Knowledge and Ideas Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* College and Career Readiness Anchor Standards for Reading Range of reading and Level of text Complexity Read and comprehend complex literary and informational texts independently and proficiently. | | | |

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College and Career Readiness Anchor Standards for Writing

| STANDARD | | |
|---|----------------|--|
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |

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EXPECTATION

Reading Standards for Informational Text

| STANDARD | | |
|---|-----------|---|
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | |
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| CONTENT STANDARD | | Writing Standards | | |
| STRAND / INDICATOR | | Range of Writing | | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. | | |
| CONTENT STANDARD | | Speaking and Listening Standards | | |
| STRAND / INDICATOR | | Comprehension and Collaboration | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. | | |
| GRADE LEVEL EXPECTATION | SL.3.1.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. | | |
| GRADE LEVEL EXPECTATION | SL.3.1.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). | | |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. | | |
| CONTENT STANDARD | | Speaking and Listening Standards | | |
| STRAND / INDICATOR | | Comprehension and Collaboration | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. | | |
| CONTENT STANDARD | | Speaking and Listening Standards | | |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | | |

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Language Standards

| STRAND / INDICATOR | | Conventions of Standard English |
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| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| GRADE LEVEL EXPECTATION | L.3.1.f. | Ensure subject-verb and pronoun-antecedent agreement. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
|---|---------------|--|
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Mayflower, Part 1 |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. | 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. |

EXPECTATION

| INDICATOR / GRADE LEVEL EXPECTATION CORTENT STANDARD CORA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portion section, chapter, scene, or stanza) relate to each other and the whole. CONTENT STANDARD College and Career Readiness Anchor Standards for Reading Integration of Knowledge and Ideas INDICATOR / GRADE LEVEL EXPECTATION CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and as in words.* INDICATOR / CCRA.R. Analyze how two or more texts address similar themes or topics in order to build knowledge or content presented in the second paragraphs, and larger portion section, chapter, scene, or stanza) relate to each other and the whole. | |
|--|-------------------------|
| STRAND / INDICATOR Integration of Knowledge and Ideas INDICATOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and as in words.* | quantitatively, as we |
| INDICATOR / CCRA.R. Integrate and evaluate content presented in diverse media and formats, including visually and gRADE LEVEL 7. as in words.* | quantitatively, as we |
| GRADE LEVEL 7. as in words.* EXPECTATION | l quantitatively, as we |
| INDICATOR / CCRA.R. Analyze how two or more texts address similar themes or topics in order to build knowledge of | |
| GRADE LEVEL 9. approaches the authors take. EXPECTATION | or to compare the |
| CONTENT College and Career Readiness Anchor Standards for Reading STANDARD | |
| STRAND / Range of reading and Level of text Complexity INDICATOR | |
| INDICATOR / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently 10. EXPECTATION | r. |
| CONTENT College and Career Readiness Anchor Standards for Writing STANDARD | |
| STRAND / Text Types and Purposes* INDICATOR | |
| INDICATOR / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clear content. EXPECTATION CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clear convey c | early and accurately |
| CONTENT College and Career Readiness Anchor Standards for Writing STANDARD | |
| STRAND / Production and Distribution of Writing INDICATOR | |
| INDICATOR / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate purpose, and audience. EXPECTATION | ropriate to task, |
| INDICATOR / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a representation 5. EXPECTATION | new approach. |
| | |
| CONTENT College and Career Readiness Anchor Standards for Writing STANDARD | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
|--|-------------------|--|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| | | |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| | CCRA.S L.4. | Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL | | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | L.4. CCRA.S L.6. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. College and Career Readiness Anchor Standards for Language Conventions of Standard English |

| STRAND / INDICATOR | | Vocabulary acquisition and Use |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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Reading Standards: Foundational Skills

| STANDARD | | |
|---|-----------|---|
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| | | |

GRADE LEVEL EXPECTATION

SL.3.1.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.

| GRADE LEVEL EXPECTATION | SL.3.1.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). |
|---|-----------|---|
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| | | |

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Mayflower, Part 2 |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / | CCRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

GRADE LEVEL 5. EXPECTATION

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---|---------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

| CONTENT STANDARD | | Writing Standards |
|---|----------|---|
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| GRADE LEVEL EXPECTATION | L.3.1.f. | Ensure subject-verb and pronoun-antecedent agreement. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |

STRAND / INDICATOR INDICATOR / Use knowledge of language and its conventions when writing, speaking, reading, or listening. EXPECTATION Characteristics and three for the text of the second shares for the second shares

 $\begin{array}{ll} \mbox{GRADE LEVEL} & \mbox{L.3.3.a.} & \mbox{Choose words and phrases for effect.} \\ \mbox{EXPECTATION} & \end{array}$

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Reading |
|---|----------------|---|
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| | | |

College and Career Readiness Anchor Standards for Speaking and Listening

CONTENT

STANDARD

| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| CONTENT STANDARD | | Writing Standards |

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|------------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| | | |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| | SL.3.1.c. SL.3.1.d. | |
| EXPECTATION GRADE LEVEL | SL.3.1.d. | of others. |
| GRADE LEVEL EXPECTATION CONTENT | SL.3.1.d. | of others. Explain their own ideas and understanding in light of the discussion. |
| GRADE LEVEL EXPECTATION CONTENT STANDARD | SL.3.1.d. | of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | SL.3.1.d. | of others. Explain their own ideas and understanding in light of the discussion. Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, |

| STRAND / INDICATOR | | Knowledge of Language |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | My Friend, Part 2 |
| | | Nevada Academic Content Standards |
| | | Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
|---|---------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| CONTENT ST ANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
|---|----------|---|
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| | | My House, Part 1 |
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Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD College and Career Readiness Anchor Standards for Reading

| STRAND / | Craft and Structure |
|-----------|---------------------|
| INDICATOR | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
|--|---------------|--|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| | | College and Career Readiness Anchor Standards for Writing Range of Writing |
| STANDARD STRAND / | CCRA.W. | |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL | | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | | 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. |
| STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST AND ARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
|---|----------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT ST ANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grad topic or subject area. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehensio |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriat task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---|-----------|---|
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| | | |

| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
|---|---------------|--|
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | My House, Part 2 |
| | | Nevada Academic Content Standards |
| | | Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL | CCRA.W. | 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. |

CONTENT STANDARD

EXPECTATION

College and Career Readiness Anchor Standards for Language

| STRAND / INDICATOR | | Conventions of Standard English |
|---|------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| | | |
| CONTENT STANDARD | | Writing Standards |
| | | Writing Standards Production and Distribution of Writing |
| STANDARD STRAND / | W.3.4. | |
| STANDARD STRAND / INDICATOR / GRADE LEVEL | W.3.4. W.3.5. | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | W.3.5. | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | W.3.5. | Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Writing Standards |

| STRAND / INDICATOR | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| | | Nila River Vangtze River |

Nile River, Yangtze River

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|-------------------------------------|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---|----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| GRADE LEVEL EXPECTATION | | |

| STRAND / INDICATOR | | Craft and Structure |
|---|-----------------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| | | |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| | | Reading Standards: Foundational Skills Phonics and Word Recognition |
| STANDARD STRAND / | RF.3.3. | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | RF.3.3. RF.3.3.a. | Phonics and Word Recognition |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | | Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL | RF.3.3.a. | Phonics and Word Recognition 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | RF.3.3.a. | Phonics and Word Recognition 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | RF.3.3.a. | Phonics and Word Recognition 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. Reading Standards: Foundational Skills |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | RF.3.3.a. RF.3.3.b. | Phonics and Word Recognition 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. Reading Standards: Foundational Skills Fluency |

| CONTENT STANDARD | | Writing Standards |
|---|-----------|--|
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |

EXPECTATION

| INDICATOR / GRADE LEVEL | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
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| EXPECTATION | | |

| CONTENT ST ANDARD | Language Standards | |
|-----------------------|---------------------------------|--|
| STRAND / INDICATOR | Conventions of Standard English | |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---|----------|--|
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| GRADE LEVEL EXPECTATION | L.3.4.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). |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Orchestra and Conductor |
| | | |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | Language Arts |

CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR / CCF GRADE LEVEL 1.

EXPECTATION

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| | | |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
|---|----------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| GRADE LEVEL EXPECTATION | | |

| STRAND / INDICATOR | | Craft and Structure |
|---|-----------------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| | | |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| | | Reading Standards: Foundational Skills Phonics and Word Recognition |
| STANDARD STRAND / | RF.3.3. | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | RF.3.3. RF.3.3.a. | Phonics and Word Recognition |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | | Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL | RF.3.3.a. | Phonics and Word Recognition 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | RF.3.3.a. | Phonics and Word Recognition 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | RF.3.3.a. | Phonics and Word Recognition 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. Reading Standards: Foundational Skills |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | RF.3.3.a. RF.3.3.b. | Phonics and Word Recognition 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. Reading Standards: Foundational Skills Fluency |

| CONTENT STANDARD | | Writing Standards |
|---|-----------|--|
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT ST ANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |

EXPECTATION

| INDICATOR / GRADE LEVEL | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
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| EXPECTATION | | |

| CONTENT STANDARD | Language Standards | |
|-----------------------|---------------------------------|--|
| STRAND / INDICATOR | Conventions of Standard English | |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---|----------|--|
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| GRADE LEVEL EXPECTATION | L.3.4.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). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Roanoke, Part 1 |
| | | Nevada Academic Content Standards |
| | | Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| | | |

CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

evidence when writing or speaking to support conclusions drawn from the text.

INDICATOR /

EXPECTATION

GRADE LEVEL 1.

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
|---|----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |

CONTENT College and Career Readiness Anchor Standards for Writing STANDARD

| CTDAND / | | Production and Distribution of Writing |
|---|----------------|--|
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

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College and Career Readiness Anchor Standards for Language

| STRAND / | | Conventions of Standard English |
|---|---------------|---|
| INDICATOR | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |

| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
|---|-----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD | | Writing Standards |

| STRAND / INDICATOR | | Range of Writing | | | | |
|--|-----------|--|--|--|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. | | | | |
| CONTENT STANDARD | | Speaking and Listening Standards | | | | |
| STRAND / INDICATOR | | Comprehension and Collaboration | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. | | | | |
| GRADE LEVEL EXPECTATION | SL.3.1.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. | | | | |
| GRADE LEVEL EXPECTATION | SL.3.1.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). | | | | |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | | | | |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. | | | | |
| CONTENT STANDARD | | Speaking and Listening Standards | | | | |
| STRAND / INDICATOR | | Comprehension and Collaboration | | | | |
| | | | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. | | | | |
| GRADE LEVEL | SL.3.2. | | | | | |
| GRADE LEVEL EXPECTATION CONTENT | SL.3.2. | formats, including visually, quantitatively, and orally. | | | | |
| GRADE LEVEL EXPECTATION CONTENT STANDARD | SL.3.2. | formats, including visually, quantitatively, and orally. Speaking and Listening Standards | | | | |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | | formats, including visually, quantitatively, and orally. Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, | | | | |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | SL.3.4. | Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or | | | | |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---|----------|--|
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

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College and Career Readiness Anchor Standards for Writing

| STANDARD | | |
|---|---------------|--|
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT ST AND ARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Range of Writing |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

| STRAND / INDICATOR | | Conventions of Standard English |
|---|---------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |

CONTENT STANDARD

Writing Standards

| STRAND / INDICATOR | Text Types and Purposes |
|---|--|
| INDICATOR / GRADE LEVEL EXPECTATION | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |

| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | | | |
|---|----------|---|--|--|--|--|
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. | | | | |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. | | | | |
| CONTENT STANDARD | | Writing Standards | | | | |
| STRAND / INDICATOR | | Production and Distribution of Writing | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | | |
| CONTENT STANDARD | | Writing Standards | | | | |
| STRAND / INDICATOR | | Range of Writing | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. | | | | |
| CONTENT STANDARD | | Language Standards | | | | |
| STRAND / INDICATOR | | Conventions of Standard English | | | | |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | | | |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. | | | | |
| | | | | | | |
| CONTENT STANDARD | | Language Standards | | | | |
| | | Conventions of Standard English | | | | |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
|---|----------|---|
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |

Roman Colosseum

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

College and Career Readiness Anchor Standards for Reading

CONTENT

CONTENT

EXPECTATION

STANDARD

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

STRAND / INDICATOR CCRA.R. 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.

College and Career Readiness Anchor Standards for Reading

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College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
|--|---------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| | | College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing |
| STANDARD STRAND / | CCRA.W. | |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL | 4. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | 4. CCRA.W. 5. | Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Production and Distribution of Writing 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | CCRA.W. 5. | 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. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Range of Writing |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| | | |
| STRAND / INDICATOR | | Conventions of Standard English |
| | CCRA.L. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / INDICATOR / GRADE LEVEL | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | 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. |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | 1. CCRA.L. 2. | 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. Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 1. CCRA.L. 2. | 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. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | 1. CCRA.L. 2. | 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. 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. College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use |

| CONTENT STANDARD | | Reading Standards for Informational Text |
|---|-----------|---|
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

CONTENT Writing Standards STANDARD

EXPECTATION

| STRAND / TO INDICATOR | ext Types and Purposes |
|-----------------------|------------------------|
|-----------------------|------------------------|

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
|---|-----------|--|
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the rema of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |

| CONTENT STANDARD | | Speaking and Listening Standards |
|---|--------------------|--|
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| | | |
| CONTENT ST ANDARD | | Language Standards |
| | | Language Standards Knowledge of Language |
| STANDARD STRAND / | L.3.3. | |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | L.3.3. L.3.3.a. | Knowledge of Language |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Language Standards |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | L.3.3.a. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | L.3.3.a. | Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases for effect. Language Standards Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
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| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Roman Hoplite, American Quarter Horse |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
|---|----------------|--|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| | | |

| INDICATOR / RI.3.10. GRADE LEVEL EXPECTATION | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
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| CONTENT STANDARD | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | Fluency |
| INDICATOR / RF.3.4. GRADE LEVEL EXPECTATION | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL RF.3.4.a. EXPECTATION | Read on-level text with purpose and understanding. |
| GRADE LEVEL RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| EXPECTATION | |
| CONTENT ST ANDARD | Writing Standards |
| CONTENT | Writing Standards Production and Distribution of Writing |
| CONTENT STANDARD | |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / W.3.5. GRADE LEVEL | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL SL.3.1. | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards 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 |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / W.3.5. GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL SL.3.1.a. | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards 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 |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / W.3.5. GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL SL.3.1.a. GRADE LEVEL SL.3.1.b. | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards 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. |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / W.3.5. GRADE LEVEL EXPECTATION STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL SL.3.1.a. GRADE LEVEL SL.3.1.b. GRADE LEVEL SL.3.1.c. | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards 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. 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). |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL SL.3.1.c. EXPECTATION GRADE LEVEL SL.3.1.c. EXPECTATION | Production and Distribution of Writing With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening Standards 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
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| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Rooster, Part 1 |
| | | Nevada Academic Content Standards Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| | | College and Career Readiness Anchor Standards for Writing Range of Writing |
| STANDARD STRAND / | CCRA.W. | |
| STANDARD STRAND / INDICATOR / GRADE LEVEL | | Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | | 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | | 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. College and Career Readiness Anchor Standards for Speaking and Listening |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 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. College and Career Readiness Anchor Standards for Speaking and Listening Comprehension and Collaboration 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. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |

| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
|---|---------------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| CDADE LEVE | DE 2.4 o | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | read off-lever text with pulpose and understanding. |
| | RF.3.4.a. | |
| EXPECTATION GRADE LEVEL | | |
| GRADE LEVEL EXPECTATION CONTENT | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| GRADE LEVEL EXPECTATION CONTENT STANDARD | | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4.c. W.3.4. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | RF.3.4.c. W.3.4. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

CONTENT STANDARD

EXPECTATION

sentences.

Speaking and Listening Standards

| STRAND / | | Comprehension and Collaboration |
|---|-----------|--|
| INDICATOR | | |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |

| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
|---|----------|--|
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Rooster, Part 2 |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT | | College and Career Readiness Anchor Standards for Writing |
| | | |

STRAND / INDICATOR

Text Types and Purposes*

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
|--|---------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| | | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| GRADE LEVEL | | |
| GRADE LEVEL EXPECTATION CONTENT | | single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| GRADE LEVEL EXPECTATION CONTENT STANDARD | | single sitting or a day or two) for a range of tasks, purposes, and audiences. College and Career Readiness Anchor Standards for Language |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | 10. | college and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 10. | College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | 10. | College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Writing Standards |
| GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | CCRA.L. | College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language Writing Standards Text Types and Purposes |

| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
|--|------------------------|---|
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT ST ANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / | W.3.10. | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a |
| GRADE LEVEL EXPECTATION | | single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| | | single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Language Standards |
| EXPECTATION | | |
| CONTENT STANDARD | L.3.1. | Language Standards |
| CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL | L.3.1. L.3.1.a. | Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or |
| CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECT ATION | | Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | L.3.1.a. | Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | L.3.1.a. | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | L.3.1.a. | Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards |

| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
|---|----------|---|
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |

The Fox and the Crow, Part 1

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Craft and Structure |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. | Assess how point of view or purpose shapes the content and style of a text. |

| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
|---|----------------|---|
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

CONTENT

College and Career Readiness Anchor Standards for Writing

| STANDARD | | |
|---|---------|---|
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | . 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |

| STRAND / INDICATOR | Comprehension and Collaboration |
|-----------------------|---------------------------------|

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
|---|----------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL | RL.3.2. | Recount 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 the text. |

| INDICATOR / GRADE LEVEL | | |
|---|-------------------|--|
| EXPECTATION | RL.3.3. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.6. | Distinguish their own point of view from that of the narrator or those of the characters. |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.7. | 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). |
| | | |
| CONTENT STANDARD | | Reading Standards for Literature |
| | | Reading Standards for Literature Range of Reading and Level of Text Complexity |
| STANDARD STRAND / | RL.3.10. | |
| STRAND / INDICATOR / GRADE LEVEL | | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD | | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL INDICATOR / GRADE LEVEL | RL.3.10. | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | RF.3.4. RF.3.4.a. | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | RF.3.4. RF.3.4.a. | Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. Reading Standards: Foundational Skills Fluency Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
|---|-----------|---|
| GRADE LEVEL EXPECTATION | W.3.3.a. | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| GRADE LEVEL EXPECTATION | W.3.3.b. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |

| STRAND / INDICATOR | | Comprehension and Collaboration |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| CONTENT STANDARD | | Language Standards |
| | | |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| | L.3.5. | Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings. |

| CO | NT | EV | ΙT |
|----|----|----|----|
| ST | ΑN | DA | RD |

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

The Fox and the Crow, Part 2

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Text Types and Purposes* |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| OTD AND / | | |
|--|----------------|---|
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| | | College and Career Readiness Anchor Standards for Language Conventions of Standard English |
| STANDARD STRAND / | CCRA.L. | |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL | | Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | 1. | 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | 1. | 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. Knowledge of Language |
| ST ANDARD ST RAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST ANDARD ST RAND / | 1. | 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. Knowledge of Language College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use |
| ST AND ARD ST RAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT ST AND ARD ST RAND / INDICATOR / GRADE LEVEL | 1. CCRA.L. 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. Knowledge of Language College and Career Readiness Anchor Standards for Language Vocabulary acquisition and Use 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 |

| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
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| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.2. | Recount 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 the text. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| GRADE LEVEL EXPECTATION | W.3.3.a. | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| GRADE LEVEL EXPECTATION | W.3.3.b. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
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| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
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| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| | L.3.2.a. L.3.2.e. | 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). |
| GRADE LEVEL | | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., |
| GRADE LEVEL EXPECTATION GRADE LEVEL | L.3.2.e. | 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 |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | L.3.2.e. | 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 LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD | L.3.2.e. | 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. Language Standards |

The Theft of Thor's Hammer, Part 1

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 6. | Assess how point of view or purpose shapes the content and style of a text. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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| ST ANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| | | College and Career Readiness Anchor Standards for Speaking and Listening Presentation of Knowledge and Ideas |
| STANDARD STRAND / | CCRA.S L.4. | |
| ST AND ARD ST RAND / INDICATOR / GRADE LEVEL | | Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the |
| STANDARD STRAND / INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | L.4. | Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choice for meaning or style, and to comprehend more fully when reading or listening. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.2. | Recount 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 the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.3. | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to sequence of events. |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.4. | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.6. | Distinguish their own point of view from that of the narrator or those of the characters. |
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| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
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| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.7. | 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). |
| CONTENT STANDARD | | Reading Standards for Literature |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.10. | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| GRADE LEVEL EXPECTATION | RF.3.3.a. | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| GRADE LEVEL EXPECTATION | RF.3.3.b. | Decode words with common Latin suffixes. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| GRADE LEVEL | W.3.3.a. | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |

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| GRADE LEVEL EXPECTATION | W.3.3.b. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
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| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| | | |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| | SL.3.1. | 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. |
| INDICATOR / INDICATOR / GRADE LEVEL | SL.3.1. SL.3.1.a. | 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 |
| INDICATOR / INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | | 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 |
| INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | SL.3.1.a. | 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, |
| INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | SL.3.1.a. SL.3.1.b. | 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks |
| INDICATOR INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1.a. SL.3.1.b. SL.3.1.c. | 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| INDICATOR INDICATOR / GRADE LEVEL EXPECTATION CONTENT | SL.3.1.a. SL.3.1.b. SL.3.1.c. | 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. |

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Speaking and Listening Standards

| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
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| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| GRADE LEVEL EXPECTATION | L.3.4.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). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT ST ANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |

| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking them). |
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| | | The Theft of Thor's Hammer, Part 2 |
| | | Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevan and sufficient evidence. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 6. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / | | Research to Build and Present Knowledge |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
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| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
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| ST ANDARD | | College and Career Readiness Anchor Standards for Language |
| | | College and Career Readiness Anchor Standards for Language Conventions of Standard English |
| STANDARD STRAND / | | |
| STRAND / INDICATOR / GRADE LEVEL | CCRA.L. | Conventions of Standard English |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL | CCRA.L. 1. CCRA.L. 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. |
| STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION INDICATOR / GRADE LEVEL EXPECTATION CONTENT | CCRA.L. 1. CCRA.L. 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. Knowledge of Language |
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| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
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| INDICATOR / GRADE LEVEL EXPECTATION | RL.3.2. | Recount 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 the text. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| GRADE LEVEL EXPECTATION | RF.3.3.a. | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| GRADE LEVEL EXPECTATION | RF.3.3.b. | Decode words with common Latin suffixes. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| GRADE LEVEL EXPECTATION | W.3.3.a. | Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. |
| GRADE LEVEL EXPECTATION | W.3.3.b. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |

| CONTENT STANDARD | | Writing Standards |
|---|------------------------|---|
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / | | Conventions of Standard English |
| INDICATOR | | Conventions of Standard English |
| INDICATOR INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL | L.3.1. L.3.1.a. | Demonstrate command of the conventions of standard English grammar and usage when writing or |
| INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL | L.3.1.a. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | L.3.1.a. L.3.1.d. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | L.3.1.a. L.3.1.d. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Ensure subject-verb and pronoun-antecedent agreement. |

| ARD | Language Stanuarus |
|--|---|
| ND / ATOR | Conventions of Standard English |
| ATOR / L.3.2. E LEVEL CTATION | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| E LEVEL L.3.2.a. | Capitalize appropriate words in titles. |
| E LEVEL L.3.2.e. CTATION | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| E LEVEL L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| E LEVEL L.3.2.a. ETATION E LEVEL L.3.2.e. ETATION E LEVEL L.3.2.f. | Capitalize appropriate words in titles. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base wor sitting, smiled, cries, happiness). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, |

| CONTENT | |
|----------|--|
| STANDARD | |

| STRAND / INDICATOR | | Knowledge of Language |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.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). |

Tornadoes

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Craft and Structure |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
|---|----------------|--|
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |

| STRAND / INDICATOR | Research to Build and Present Knowledge |
|----------------------------|---|
| INDICATOR / GRADE LEVEL | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

CONTENT STANDARD

EXPECTATION

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Range of Writing |
|---|----------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / | CCRA.L. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
|---|----------|---|
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.3. | 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. |

| GRADE LEVEL EXPECTATION | RF.3.3.b. | Decode words with common Latin suffixes. |
|---|-----------|---|
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| CONTENT ST ANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.3. | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| GRADE LEVEL EXPECTATION | W.3.3.b. | Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
|---|-----------|---|
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

| CONTENT | Language Standards |
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| STANDARD | |

EXPECTATION

| STRAND / INDICATOR | | Conventions of Standard English |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR I GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| GRADE LEVEL | L.3.4.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).

| CONTENT STANDARD | | Language Standards |
|---|----------|--|
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| | | Treasure Map, Part 1 |
| | | Nevada Academic Content Standards |
| | | Language Arts |
| | | Grade 3 - Adopted: 2010 |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Key Ideas and Details |

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

CONTENT College and Career Readiness Anchor Standards for Reading STANDARD

| STRAND / INDICATOR | | Craft and Structure |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
|---|----------------|--|
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| | | |

CONTENT College and Career Readiness Anchor Standards for Wri

| STRAND / INDICATOR | | Range of Writing |
|---|---------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |

CONTENT College and Career Readiness Anchor Standards for Speaking and Listening STANDARD

| STRAND / Comprehension and Collaboration INDICATOR | | Comprehension and Collaboration | | |
|--|--|---------------------------------|--|--|
|--|--|---------------------------------|--|--|

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
|---|----------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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Reading Standards for Informational Text

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| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT ST ANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
|---|-----------|---|
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |

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| STRAND / INDICATOR | | Knowledge of Language |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL | L33a | Choose words and phrases for effect |

GRADE LEVEL EXPECTATION

..3.3.a. Choose words and phrase

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | Vocabulary Acquisition and Use |
|---|---|
| INDICATOR / GRADE LEVEL EXPECTATION | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |

GRADE LEVEL EXPECTATION

L.3.4.a.

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

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|--------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| | | |

GRADE LEVEL EXPECTATION

L.3.5.a.

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

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|--------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |

Treasure Map, Part 2

Nevada Academic Content Standards Language Arts

Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STRAND / INDICATOR | | Text Types and Purposes* |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

| STANDARD | | |
|---|---------------|---|
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL | W.3.2.d. | Provide a concluding statement or section. |

CONTENT STANDARD

EXPECTATION

Writing Standards

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |

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| STRAND / INDICATOR | | Knowledge of Language |
|---|----------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |

William Penn, Part 1

Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Key Ideas and Details |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 1. | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Craft and Structure |
|---|---------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 5. | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |

CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
|---|---------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.* |

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 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. |
|---|----------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Reading |
| STRAND / INDICATOR | | Range of reading and Level of text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.R. 10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Text Types and Purposes* |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Production and Distribution of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 5. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 8. | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |

| STRAND / INDICATOR | | Comprehension and Collaboration |
|---|----------------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.2. | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| CONTENT ST ANDARD | | College and Career Readiness Anchor Standards for Speaking and Listening |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.4. | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.S L.6. | Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Vocabulary acquisition and Use |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 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. |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. | 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 when encountering an unknown term important to comprehension or expression. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Key Ideas and Details |

| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
|---|-----------|---|
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Craft and Structure |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| CONTENT STANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Integration of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.7. | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.8. | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.9. | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| CONTENT ST ANDARD | | Reading Standards for Informational Text |
| STRAND / INDICATOR | | Range of Reading and Level of Text Complexity |
| INDICATOR / GRADE LEVEL EXPECTATION | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| CONTENT ST ANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Fluency |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| GRADE LEVEL EXPECTATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| GRADE LEVEL EXPECTATION | RF.3.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| CONTENT STANDARD | | Writing Standards |

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|-----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Research to Build and Present Knowledge |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.8. | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.1. | 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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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. |
| GRADE LEVEL EXPECTATION | SL.3.1.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). |
| GRADE LEVEL EXPECTATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| GRADE LEVEL EXPECTATION | SL.3.1.d. | Explain their own ideas and understanding in light of the discussion. |
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Comprehension and Collaboration |

| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.2. | 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. |
|---|----------|---|
| CONTENT STANDARD | | Speaking and Listening Standards |
| STRAND / INDICATOR | | Presentation of Knowledge and Ideas |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.4. | Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |
| INDICATOR / GRADE LEVEL EXPECTATION | SL.3.6. | Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL EXPECTATION | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION | L.3.1.d. | Form and use regular and irregular verbs. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.a. | Capitalize appropriate words in titles. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Knowledge of Language |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| GRADE LEVEL EXPECTATION | L.3.3.a. | Choose words and phrases for effect. |
| | | |

| STRAND / INDICATOR | | Vocabulary Acquisition and Use | |
|---|---------------|--|--|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | |
| GRADE LEVEL EXPECTATION | L.3.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. | |
| CONTENT STANDARD | | Language Standards | |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use | |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. | |
| GRADE LEVEL EXPECTATION | L.3.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | |
| CONTENT STANDARD | | Language Standards | |
| STRAND / INDICATOR | | Vocabulary Acquisition and Use | |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.6. | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | |
| | | William Penn, Part 2 | |
| Nevada Academic Content Standards Language Arts Grade 3 - Adopted: 2010 | | | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing | |
| STRAND / INDICATOR | | Text Types and Purposes* | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 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. | |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing | |
| STRAND / INDICATOR | | Production and Distribution of Writing | |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. 4. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| INDICATOR / | CCRA.W. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | |

GRADE LEVEL 5. EXPECTATION

| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
|---|---------------|---|
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Writing |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.W. | 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. |
| CONTENT STANDARD | | College and Career Readiness Anchor Standards for Language |
| STRAND / INDICATOR | | Conventions of Standard English |
| INDICATOR / GRADE LEVEL EXPECTATION | CCRA.L. 2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Knowledge of Language |
| CONTENT STANDARD | | Reading Standards: Foundational Skills |
| STRAND / INDICATOR | | Phonics and Word Recognition |
| INDICATOR / GRADE LEVEL EXPECTATION | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| GRADE LEVEL EXPECTATION | RF.3.3.a. | Identify and know the meaning of the most common prefixes and derivational suffixes. |
| GRADE LEVEL EXPECTATION | RF.3.3.b. | Decode words with common Latin suffixes. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Text Types and Purposes |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.2. | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| GRADE LEVEL EXPECTATION | W.3.2.a. | Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| GRADE LEVEL EXPECTATION | W.3.2.b. | Develop the topic with facts, definitions, and details. |
| GRADE LEVEL EXPECTATION | W.3.2.d. | Provide a concluding statement or section. |
| CONTENT STANDARD | | Writing Standards |
| | | |

| STRAND / INDICATOR | | Production and Distribution of Writing |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.4. | With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.5. | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.6. | With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. |
| CONTENT STANDARD | | Writing Standards |
| STRAND / INDICATOR | | Range of Writing |
| INDICATOR / GRADE LEVEL EXPECTATION | W.3.10. | 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. |
| CONTENT STANDARD | | Language Standards |
| STRAND / INDICATOR | | Conventions of Standard English |
| | | |
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| GRADE LEVEL | L.3.1.a. | |
| GRADE LEVEL EXPECTATION GRADE LEVEL | | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL | L.3.1.a. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and |
| GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION CONTENT STANDARD STRAND / INDICATOR INDICATOR / GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION | L.3.1.d. | Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular verbs. Language Standards Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

CONTENT STANDARD

Language Standards

| | TRAND / NDICATOR | Knowledge of Language |
|---|---------------------|--|
| INDICATOR / GRADE LEVEL EXPECTATION Use knowledge of language and its conventions when writing, speaking, reading, or listening. | RADE LEVEL | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

GRADE LEVEL EXPECTATION

L.3.3.a. Choose words and phrases for effect.

CONTENT STANDARD

Language Standards

| STRAND / INDICATOR | | Vocabulary Acquisition and Use |
|---|----------|---|
| INDICATOR / GRADE LEVEL EXPECTATION | L.3.4. | Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| GRADE LEVEL | L.3.4.b. | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., |

EXPECTATION

agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).