

Grade Three Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.3.3	Decode words in text using phonics and structural analysis: short/long vowels, r-controlled vowels, base words, prefixes, suffixes, digraphs, diphthongs, compound words, and syllables. [1.3]
	1.3.4	Comprehend, build, and extend vocabulary using homophones, homographs, synonyms, antonyms, context clues, and structural analysis. [1.4]
	1.3.5	Apply knowledge of high frequency words in text to build fluency and comprehension; read aloud using prosody, accuracy, automaticity, and reading rate. [1.5]
Reading Strategies	2.3.1	Use before-reading strategies based on text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, determine reading rate, and determine text type. [2.1]
	2.3.2	Use during-reading strategies based on text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. [2.2]
	2.3.3	Select after-reading strategies based on text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, and evaluate text. [2.3]
Literary Text	3.3.1	Describe setting, sequence of events, conflict, and resolution; identify how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.3.2	Describe physical and personality traits of characters; describe the motivation for a character's actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.3.3	Explain the main idea supported by evidence; identify a lesson learned based on events and/or a character's actions. [3.3]
	3.3.5	Identify examples of imagery, similes, and personification. [3.5]
	3.3.6	Identify words and phrases that reveal tone. [3.6]
	3.3.7	Compare text from different cultures and time periods. [3.7]
	3.3.8	Make and revise predictions based on evidence. [3.8]
	3.3.9	Make connections to self, other text, and/or the world; use information to answer specific questions. [3.9]
Expository Text	4.3.1	Identify the purpose of and gain information from glossaries and text features: titles, text boxes, illustrations, diagrams, graphs, charts, maps, headings, bold-faced words, underlined words, italicized words, and highlighted words. [4.1]
	4.3.2	Identify idioms, similes, and personification. [4.2]
	4.3.3	Identify a main idea based on evidence; describe sequential and/or chronological order; identify a cause and its effect on events and/or relationships; identify a problem and its solution. [4.3]
	4.3.4	Compare text from different cultures and time periods. [4.4]
	4.3.5	Use information to answer specific questions; make connections to self, other text, and/or the world. [4.5]
	4.3.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
	4.3.7	Read and follow directions to complete tasks. [4.7]
Effective Writing	5.3.1	Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.3.2	Draft paragraphs about a single topic that address audience and purpose with an introduction, supporting details, and a conclusion. [5.2]
	5.3.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.3.4	Edit for correct use of mechanics: punctuation (commas, apostrophes, quotation marks, and end punctuation), capitalization (proper nouns, initials, and titles), and spelling (high frequency words, content words, and patterned words). [5.4]
	5.3.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, verb tenses, and subject/verb agreement. [5.5]
	5.3.6	Edit for use of complete sentences; edit to combine sentences. [5.6]
	5.3.7	Prepare a legible final draft to display or share. [5.7]
	5.3.A1 5.3.A2	Identify correct word order in sentences. [5.6] Edit sentences for elimination of fragments and run-ons. [5.6]
Types of Writing	6.3.1	Write expository paragraphs with a topic sentence, supporting details, and a concluding statement. [6.1]
	6.3.2	Write narrative/descriptive paragraphs appropriate to audience and purpose with a logical sequence, characters, and setting. [6.2]
	6.3.4	Write responses to literary text. [6.4]
	6.3.5	Write responses to expository text. [6.5]
	6.3.6	Write an opinion statement. [6.6]
	6.3.7	Write friendly letters following an established format. [6.7]
	6.3.9	Write research papers by formulating questions; collect and record information from at least three sources. [6.9]
Listening	7.3.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.3.2	Listen and respond to oral communication. [7.2]
Speaking	8.3.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.3.3	Communicate information by maintaining a clear focus and following a logical sequence. [8.3]