

Correlation of
Seeds of Science/Roots of Reading[®]
Integrated Science and Literacy Units

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity and Magnetism
Light Energy
Weather and Water
Variation and Adaptation
Digestion and Body Systems
Planets & Moons
Aquatic Ecosystems
Models of Matter
Chemical Changes

with the State of Nevada
English Language Arts Standards
for Grade 3
Created March 2009



Seeds of Science/Roots of Reading[®] was created with partial support from the National Science Foundation under grant numbers ESI-0242733 and ESI-0628272. The program was created by a team at the Lawrence Hall of Science at the University of California, Berkeley.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Content Standard 1.0: Word Analysis - Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.												
1.1 Phonological Awareness												
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●	●	●	●	●
1.2 Phonemic Awareness												
Demonstrate phonemic awareness of spoken words through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●
1.3 Phonics and Structural Analysis												
Recognize and name upper and lower case letters of the alphabet	●	●	●	●	●	●	●	●	●	●	●	●
Identify letter-sound relationships	●	●	●	●	●	●	●	●	●	●	●	●
Decode words in text using phonics and structural analysis through: short/long vowels, digraphs, base words, diphthongs, suffixes, prefixes, compound words	●	●	●	●	●	●	●	●	●	●	●	●
Decode words in text using phonics and structural analysis through: blends, word families, spelling	●	●	●	●	●	●	●	●	●	●	●	●

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
patterns, syllables												
1.4 Vocabulary Development												
Comprehend, build, and extend vocabulary using: syntax, parts of speech pictures, homographs	●	●	●	●	●	●	●	●	●	●	●	●
Comprehend, build, and extend vocabulary using: homophones, synonyms, antonyms, context clues, structural analysis	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Apply alphabetic order to locate words using the first and second letters of each word	●	●	●	●	●	●	●	●	●	●	●	●
Use resources to find and/or confirm meaning of unknown words encountered in text	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, identify connotative and denotative meaning in text	●	●	●	●	●	●	●	●	●	●	●	●
Build vocabulary using: pictures, symbols	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
1.5 Fluency and Comprehension												
Apply knowledge of high frequency words in text to build fluency and comprehension	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, identify content-specific vocabulary in text	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Read aloud with a focus on: prosody, accuracy, automaticity, reading rate	●	●	●	●	●	●	●	●	●	●	●	●
Content Standard 2.0: Reading Strategies - Students use reading process skills and strategies to build comprehension.												

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
2.1 Before Reading Strategies												
Demonstrate concept of print	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate concept of word	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate voice-to-print match	●	●	●	●	●	●	●	●	●	●	●	●
Identify author and illustrator	●	●	●	●	●	●	●	●	●	●	●	●
Use before reading strategies based on text and purpose to: preview text, access prior Knowledge, build background Knowledge, set purpose for reading, make predictions, determine reading rate, determine text type	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
2.2 During Reading Strategies												
Use during reading strategies based on text and purpose to: 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	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●
2.3 After Reading Strategies												
With assistance, select after reading strategies based on text and purpose to: recall details, restate main ideas, organize information, record information, synthesize text, evaluate text, evaluate the effectiveness of reading strategies	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Content Standard 3.0: Literary Text - Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.												
3.1 Setting and Plot												
Describe: setting, sequence of events, conflict, resolution												
With assistance, identify: climax, turning point												
Identify how one event may cause another event												
Make inferences and draw conclusions about setting and plot based on evidence												
3.2 Characterization												
Describe physical and personality traits												
Describe the motivation for a character’s actions												
With assistance, identify the protagonist and antagonist												
Make inferences and draw conclusions about a character(s) based on evidence												
3.3 Theme												
Identify the main idea supported by evidence												
With assistance, identify theme												
Identify a lesson learned based on events and/or a character’s actions												
3.4 Point of View												
Identify first-person point of view												

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
With assistance, identify third-person limited point of view												
3.5 Language												
Identify examples of: imagery, similes, personification												
Identify the effects of rhythm and rhyme on text												
Identify: idioms, alliteration, sensory words, dialect, slang												
With assistance, identify: metaphors, hyperbole												
With assistance, identify the use of formal and informal language												
3.6 Tone, Mood, and Irony												
Identify words and phrases that reveal tone												
3.7 Cultures and Time Periods												
Read and discuss text from different: cultures, time periods												
Compare text from different: cultures, time periods												
3.8 Predictions												
Make and revise predictions based on evidence												
3.9 Responding to Text												
Make connections to self, other text, and/or the world												
Use information to answer specific questions												
With assistance, summarize information												

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Content Standard 4.0: Expository Text - Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.												
4.1 Text Features												
Identify the purpose of and gain information from: illustrations, graphs, charts, titles, text boxes, diagrams, headings, maps	●●	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●
Identify the purpose of and gain information from: table of contents, glossaries, indices												
Identify and explain the use of: bold-faced words, underlined words, highlighted words, italicized words,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Identify and explain the use of: abbreviations, acronyms	●	●	●	●	●	●	●	●	●	●	●	●
4.2												
Identify: dialect, slang												
With assistance, identify: alliteration, informal and formal language	●	●	●	●	●	●	●	●	●	●	●	●
Identify metaphors												
With assistance, identify: idioms, similes, personification					●				●			
Identify words and phrases that reveal tone	●	●	●	●	●	●	●	●	●	●	●	●
Identify persuasive and propaganda techniques.												
With assistance, identify how language creates: persuasion, propaganda												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
4.3 Organizational and Structural Patterns												
Explain the topic supported by evidence	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, identify theme												
With assistance, distinguish theme from topic	●	●	●	●	●	●	●	●	●	●	●	●
Describe sequential and/or chronological order	●	●	●●	●	●	●●	●	●●	●	●	●	●●
Identify a cause and its effect on events and/or relationships	●	●●	●●	●●	●	●	●	●	●	●●	●	●
Identify a problem and its solutions	●	●	●	●	●	●	●	●	●	●	●	●
Identify a main idea based on evidence	●	●	●	●	●●●	●	●	●	●	●	●	●
With assistance, trace the development of an author’s argument, viewpoint, or perspective	●	●	●	●	●	●	●	●	●	●	●	●
4.4 Cultures and Times												
Read and discuss text from different: cultures, time periods												
Compare text from different: cultures, time periods												
4.5 Responding to Text												
Make connections to self, other text, and/or the world	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use information to answer specific questions	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
With assistance, develop hypotheses based on information	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
With assistance, summarize information	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
4.6 Predictions, Inferences, and Conclusions												
Make and revise predictions based on evidence	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
Make inferences and draw conclusions based on evidence	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Distinguish between fact and opinion	●	●	●	●	●	●	●	●	●	●	●	●
4.7 Directions												
Read and follow directions to complete tasks	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Content Standard 5.0: Effective Writing - Students write a variety of texts using the writing process.												
5.1 Prewriting												
Use prewriting strategies to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Choose and narrow a topic to organize ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Explore a topic to plan written work	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
5.2 Drafting												
Draw or communicate ideas in written form	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Draft paragraphs about a single topic that address: audience, purpose, supporting details	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, draft multiple paragraph papers about a single topic that address: introductions, conclusions	●	●	●	●	●●	●●	●●	●●	●●	●●	●●	●●
5.3 Revising												
With assistance, revise drafts for: organization, focused ideas, voice, audience, purpose, relevant details, word	●	●	●	●	●	●	●	●	●	●	●	●

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
choice, sentence fluency												
5.4 Editing for Mechanics												
Edit to ensure correct spelling of first and last names	●	●	●	●	●	●	●	●	●	●	●	●
Edit paragraphs to ensure correct spelling of: high frequency words, content words, patterned words	●	●	●	●	●	●	●	●	●	●	●	●
Edit capitalization for: beginnings of sentences, months, days of the week, proper nouns, initials, titles	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit capitalization for abbreviations	●	●	●	●	●	●	●	●	●	●	●	●
Edit punctuation for: end punctuation, commas, apostrophes	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit punctuation for quotation marks	●	●	●	●	●	●	●	●	●	●	●	●
5.5 Editing for Usage of Words												
Edit for correct use of: nouns, verbs, pronouns, adjectives, subject/verb agreement, verb tenses	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit for correct use of adverbs	●	●	●	●	●	●	●	●	●	●	●	●
5.6 Editing for Sentence Structure												
Edit sentences for: complete sentences, combining sentences	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, edit sentences for: compound Sentences, complex sentences	●	●	●	●	●	●	●	●	●	●	●	●
5.7 Publishing												
Create a final draft through writing, drawing, or	●	●●	●	●	●	●	●	●	●	●	●	●

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
dictation												
Prepare a legible final draft to display or share	●	●●	●	●	●	●	●	●	●	●	●	●
Content Standard 6.0: Types of Writing - Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.												
6.1 Expository												
Draw or write to communicate	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Write paragraphs which include: a topic sentence, supporting details, a concluding statement	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, write multiple-paragraph papers which include: beginning, middle, and end; a thesis statement	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
6.2 Narrative/Descriptive												
Write paragraphs about experiences and/or events appropriate to audience and purpose that include: logical sequence, character, setting												
With assistance, write paragraphs about experiences and/or events appropriate to audience and purpose that include: plot, dialogue												
6.3 Poetry												
Listen to and discuss poetry												
Write poetry												
6.4 Responses to Literature												
Write responses to literary text												

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
With assistance, summarize information												
With assistance, write responses that demonstrate an understanding of setting												
6.5 Responses to Expository Text												
Write responses to expository text	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, write responses that use specific details from text	●	●	●	●	●	●	●	●	●	●	●	●
6.6 Persuasive												
Draw or communicate an opinion												
Write an opinion statement												
With assistance, write persuasive paragraphs that include supporting evidence												
With assistance, write persuasive essays and compositions that include supporting evidence												
6.7 Personal & Professional Communication												
Draw and/or write personal messages												
Write friendly letters following an established format												
6.8 Directions												
Write directions to complete tasks			●●									●
6.9 Research												
Write research papers by: formulating and recording questions, identifying and collecting information,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
recording information from sources, organizing collected information, documenting sources												
Identify: title, author	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, summarize information	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
Content Standard 7.0: Listening - Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.												
7.1 Message												
Listen for a variety of purposes including, gaining information, being entertained, understanding directions	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen for and identify: main idea, purpose, messages, mood, tone	●	●	●	●	●	●	●	●	●	●	●	●
Listen to and retell ideas with supporting details	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, listen to and distinguish fact from opinion	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, listen to and summarize ideas and supporting details.	●●	●●	●	●	●●	●●	●	●●	●●	●	●●	●●
7.2 Content and Delivery												
Listen to and respond to oral communication	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, listen to and evaluate content of oral communications	●	●	●	●	●	●	●	●	●	●	●	●
7.3 Vocabulary Development												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Expand vocabulary through listening	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
7.4 Language												
Listen for and identify dialect												
Listen for and identify the use of formal and informal language	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, listen for and identify social and academic language												
7.5 Conversations and Group Discussions												
Actively listen to a speaker	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listen to and participate in conversations	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
With assistance, listen to and evaluate constructive feedback	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, provide constructive feedback	●	●	●	●	●	●	●	●	●	●	●	●
Content Standard 8.0: Speaking - Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.												
8.1 Giving Directions												
Give directions to complete tasks	●	●	●	●	●	●	●	●	●	●	●	●
Ask questions to clarify directions	●	●	●	●	●	●	●	●	●	●	●	●
8.2 Language												
Use precise language to describe: feelings, experiences, observations, ideas	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Apply Standard English to communicate ideas	●	●	●	●	●	●	●	●	●	●	●	●

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
8.3 Presentations												
Speak clearly with prosody	●●	●	●	●	●	●	●	●	●	●●	●	●
Communicate personal experiences and retell stories	●	●	●	●	●	●	●	●	●	●	●	●
Communicate information in small and large groups	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Use public speaking techniques to deliver presentations with appropriate: prosody, volume, eye contact, enunciation, posture, expressions, audience, purpose	●●	●	●	●	●	●	●	●	●	●●	●	●
Communicate information by: maintaining a clear focus, following a logical sequence	●●	●	●	●	●	●	●	●	●	●●	●	●
With assistance, communicate information by illustrating information with media aids	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Communicate statements that express an opinion												
With assistance, defend a position using evidence	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
8.4 Group Discussions												
Contribute to conversations and discussions about a given topic	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Respond to conversations and discussions about a given topic	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Ask relevant questions to clarify information	●	●	●	●	●	●	●	●	●	●	●	●
With assistance, take a leadership role in conversations and discussions	●●	●●	●	●	●●	●	●	●●	●●	●	●	●
8.5 Phonology												

- = Addressed completely with explicit instruction and repeated learning opportunities.
- = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.

Nevada English/Language Arts Standards – 3rd Grade

Nevada English/Language Arts Standards – 3 rd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical
Demonstrate phonological awareness of spoken words through: rhyming, concept of word, syllable awareness, onset and rime awareness	●	●	●	●	●	●	●	●	●	●	●	●
Demonstrate phonemic awareness of spoken word through: matching, isolating, blending, segmenting, deleting, substituting	●	●	●	●	●	●	●	●	●	●	●	●

- ● ● = Addressed completely with explicit instruction and repeated learning opportunities.
- ● = Addressed partially with explicit instruction and some learning opportunities.
- = Touched upon, with a few learning opportunities and/or instruction may be expanded to more fully address this standard.