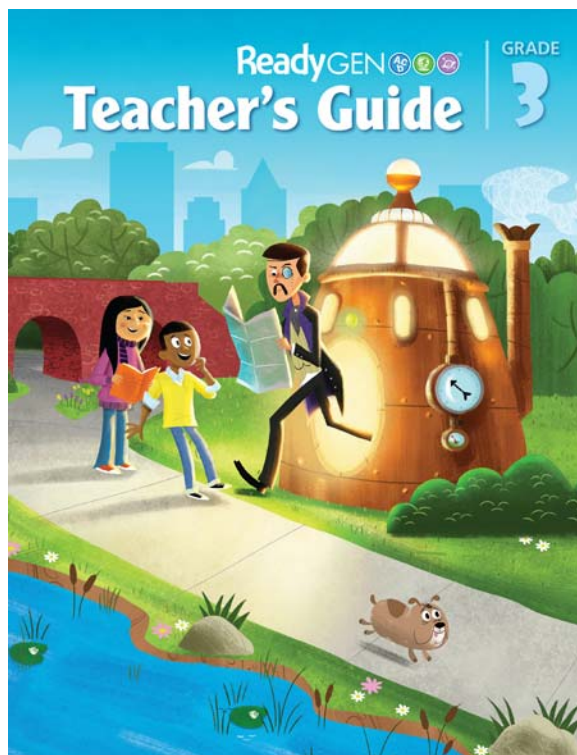


A Correlation of

ReadyGEN
Grade 3, ©2016



To the
**Nevada Academic
Content Standards in
English Language Arts
Grade 3**

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Introduction

This document demonstrates how *ReadyGEN*, © 2016 meets the Nevada Academic Content Standards in English Language Arts. Correlation page references are to the Unit Module Teacher’s Guides and are cited by grade, unit and page references.

ReadyGEN © 2016 is a K-6 comprehensive literacy curriculum that equips students and teachers with the tools to meet heightened literacy expectations Authentic, rigorous text sets actively engage students, and a complete array of print and digital resources provide teachers with the support and flexibility they need.

Authentic Text at the Core of Instruction

- The only elementary literacy program that puts a library of 12 authentic trade books in the hands of every child
- Cohesive text sets that provide a springboard into the exploration of language, literacy, and collaboration
- Digital access to every trade book to shift students’ behavior from passive to active learning

Supportive, Flexible, and Customizable

- Foundational skills instruction and practice built into every lesson
- An Interactive Teacher’s Guide for point-of-use access to close reading support, note-sharing, and modeling videos
- A variety of scaffolding strategies promoting instructional equity and access to rigorous text for all students
- Meaningful Center Activities aligned to ReadyGEN texts, writing modes, and Enduring Understandings
- Ability to rearrange content, add links and information, upload resources, and build your own tests for a personalized experience
- Professional development for customization and instructional support

Assessment for Responsive Teaching

- Various assessment opportunities for you to use with students to monitor their progress toward college and career readiness
- Baseline Assessments
- Formative checkpoints throughout instruction
- Performance-Based Assessments at the end of every module
- Access to technology-enhanced items
- Summative, End-of-Unit assessments

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Table of Contents

Reading Standards for Literature	4
Reading Standards for Informational Texts.....	5
Reading Standards for Foundational Skills	7
Writing Standards	9
Speaking and Listening Standards	12
Language Standards.....	13

**ReadyGEN ©2016 to the
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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Reading Standards for Literature	
Key Ideas and Details	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1: 22-24, 34-36, 36-37, 56-57, 62-64, 92-94, 96-97, 146-148, 166-167, 172, 176 TG U2: 176 TG U3: 176 TG U4: 176
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.	TG U1: 252-253, 282-284, 292-294, 296-297, 372, 374-375, 382-383, 384-386, 386-388 TG U3: 22, 72, 92, 94-96, 96-97, 122, 132, 142, 144, 146, 182, 184 TG U4: 122, 124, 126-127, 152-154, 182
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.	TG U1: 12-14, 16-17, 82-84, 112-113, 122-123, 132-133, 142 TG U2: 32, 34, 42-44, 44-46, 46-47, 52, 72-74, 74-76, 76-77, 102-104, 104-106, 106-107, 122, 124, 126 TG U3: 42, 44-46, 46-47, 82, 84-86, 86-87, 104-106, 106-107, 162, 164-166, 166-168 TG U4: 12, 14, 16-17, 22-24, 132
Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	TG U1: 94-96, 263, 293, 303, 333, 373 TG U2: 54-56, 114-116, 116-117, 164-166, 352-354, 354-356 TG U3: 24-26, 34-35, 74-76, 134-136 TG U4: 34, 112, 114-116
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	TG U1: 54-56, 72-74, 76-77, 152-154, 156-158 TG U4: 144, 146-147, 184-186
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	TG U1: 155-157, 102-104, 242-244 TG U3: 112-114 TG U4: 72
Integration of Knowledge and Ideas	
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).	TG U1: 272-274, 377 TG U2: 82-84, 84-86, 86-87, 142-144, 144-146, 146-147, 342, 344, 346, 352, 354, 356 TG U3: 17, 62, 64-66, 66-67, 124-126, 154-156 TG U4: 57

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
RL.3.8 (Not applicable to literature)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	TG U1: 114-116
Range of Reading and Level of Text Complexity	
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.	TG U1: 15, 45, 75, 105, 115, 125, 145, 175, 215, 225, 245, 265, 285, 305, 325 TG U2: 35, 45, 55, 65, 75, 85, 95, 105, 135, 155, 165, 175, 185, 355 TG U3: 15, 25, 35, 45, 55, 65, 75, 85, 95, 105, 115, 125, 155, 165, 275 TG U4: 15, 25, 35, 45, 65, 125, 145, 165, 175, 285, 345
Reading Standards for Informational Texts	
Key Ideas and Details	
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	TG U1: 213, 217, 303, 313, 323, 333, 343, 353, 363, 373, 383-385, 50 TG U2: 137-139, 236-237, 242, 262-264, 264-266, 266-267, 337-339 TG U3: 214-216, 232-233, 237, 264-266, 266-268 TG U4: 136-137, 336-338
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	TG U1: 212-214, 214-216, 216-217, 223-225, 303-304, 306-307, 312-314, 352-353, 372, 355 TG U2: 12-14, 14-16, 16-17, 22-24, 214-216, 216-217, 242-244, 244-246, 246-247, 272, 274 TG U3: 262-264, 272-273, 282-283, 302-303, 305, 312, 342, 372-374, 375-377 TG U4: 82, 84, 86-87, 212-214, 216-217, 242, 292, 322, 324, 326-327, 334
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	TG U1: 323-325, 342-344 TG U3: 222, 224-226, 226-227, 252, 254-256, 256-257, 292, 294, 296, 332, 352, 382, 384 TG U4: 62, 64, 66-67, 232, 262, 264, 266-267, 312, 352, 354, 356-357, 382

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Craft and Structure	
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	TG U1: 214, 234, 314, 324, 334-335, 344-346, 354-356, 356-357, 364-366, 366-367, 374, 384-386 TG U2: 24-26, 26-27, 184, 224-226, 254-256, 256-257, 314-316, 316-318 TG U3: 214, 224, 234, 254, 264, 274, 284, 294, 304, 314, 324, 344, 354 TG U4: 64, 74, 84, 94, 214, 224, 244, 264, 274, 294, 304, 324, 344, 374, 384
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	TG U1: 224-226, 226-227, 232, 234-235, 302-304, 304-306, 306-307, 334-335, 362-363, 364-366, 366-368 TG U2: 292-294, 294-296, 296-297, 312-313, 314-316, 316-318, 262, 267 TG U3: 267 TG U4: 224-226, 252, 254-256
RI.3.6 Distinguish their own point of view from that of the author of a text.	TG U1: 327 TG U2: 302-303, 304-306, 306-308 TG U4: 76-77, 234-235, 237
Integration of Knowledge and Ideas	
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).	TG U1: 222-224, 232-233, 322-323, 326-327, 332 TG U2: 232, 234, 237, 272, 282, 362-363, 372-374, 374-376 TG U3: 242-244, 322, 324-326, 326-327, 362, 364-366, 366-368 TG U4: 52-54, 222, 252, 272, 342
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).	TG U1: 342-344 TG U2: 244-246 TG U3: 333-335, 343-345, 354-356 TG U4: 62, 64-66, 354-356
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	TG U2: 322-324, 324-326, 326-327, 362-364, 364-366, 366-367, 372-374, 374-376, 376-377, 382-383, 384-386, 386-388 TG U3: 304-306, 374-376 TG U4: 102, 104, 106-107, 162, 164, 166-167, 372, 374, 376-378

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Range of Reading and Level of Text Complexity	
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.	TG U1: 335, 345, 365, 375 TG U2: 215, 225, 235, 245, 255, 265, 275, 305, 315, 375, 385 TG U3: 175, 215, 225, 235, 245, 255, 265, 295, 305, 325, 335, 355, 385 TG U4: 75, 135, 235, 245, 255, 265, 295, 305, 315, 385
Reading Standards for Foundational Skills	
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	TG U1: FS2-4, FS4-5, FS7-8, FS10-11, FS13-14, FS17-19, FS19-20, FS22-23, FS25-26 TG U2: FS2-4, FS5-7, FS10-12, FS17-19, FS19-20, FS22-24 TG U3: FS3, FS5-7, FS7-8, FS10, FS12-14, FS15-16, FS18-20, FS23-25 TG U4: FS3, FS6, FS10, FS12, FS15-16, FS18, FS22, FS25
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	TG U2: FS14-16, FS20-22 TG U3: FS10-12 TG U4: FS5-7
RF.3.3.b Decode words with common Latin suffixes.	TG U2: FS20-22 TG U4: FS17-19
RF.3.3.c Decode multi-syllable words.	TG U1: FS3-5, FS6-7, FS9-10, FS12-13, FS15-17, FS20-21, FS23-25 TG U2: FS2-4, FS4-5, FS7-9, FS9-10, FS14-16, FS16-18, FS20-22, FS25-27 TG U3: FS2-3, FS5, FS7, FS9, FS11-13, FS14-15, FS17-19, FS22-23, FS25 TG U4: FS17-19, FS23-25, FS4, FS6-7, FS9-11, FS14-15
RF.3.3.d Read grade appropriate irregularly spelled words.	TG U1: FS3-4, FS7, FS10-12 TG U2: FS10-12 TG U3: FS2-4 TG U4: 40-41, 50-52

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	TG U1: 17, 27, 77, 87, 127, 147, 177, 187, 267, 287, 317, 327, 347, 357, 367 TG U2: 87, 167, 217, 247, 287, 317, 327, 357 TG U3: 27, 47, 67, 87, 127, 167, 267, 287, 327, 357, 387 TG U4: 47, 87, 97, 127, 217, 247, 287, 327, 357
RF.3.4.a Read grade-level text with purpose and understanding.	TG U1: FS3-5, FS6-7, FS9-11, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 TG U2: FS3-4, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26 TG U3: FS3-4, FS6-8, FS9-10, FS12-13, FS15-17, FS18-19, FS21-22, FS24-26 TG U4: FS3, FS6-7, FS9-10, FS12-13, FS15-16, FS18-19, FS21-22, FS24-26
RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	TG U1: 27, 47, 67, 87, 117, 147, 167, 187, 227, 267, 287, 327, 357, 387 TG U2: 17, 47, 77, 97, 147, 167, 217, 277, 287, 317, 357, 377 TG U3: 17, 47, 67, 77, 87, 97, 117, 127, 167, 177, 217, 227, 297, 317, 367 TG U4: 17, 27, 87, 157, 187, 217, 267, 147, 167, 177, 317, 327, 357
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	TG U1: 317, 243, 355, 366 TG U2: 255-256, 343-345, 354-356 TG U3: FS20-22 TG U4: 285-287

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Writing Standards	
Text Types and Purposes	
W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	TG U3: 18-20, 38-40, 68-70, 118-120, 192 TG U4: 28-30, 48-50, 78-80, 218-220, 298, 392
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	TG U3: 48-50, 58-60, 88-90, 192 TG U4: 48, 58-60, 78-80, 192, 248-250, 258-260
W.3.1.b Provide reasons that support the opinion.	TG U1: 292-294 TG U2: 292-294 TG U3: 68-70, 78-80, 192 TG U4: 68-70, 268-270
W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	TG U3: 98-100 TG U4: 88-90, 192, 288-290, 392
W.3.1.d Provide a concluding statement or section.	TG U3: 108-110, 118-120, 192 TG U4: 98-100, 108-110, 192, 298-300, 308-310, 392
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	TG U1: 220, 230, 240, 250, 260, 300, 310, 320, 330, 340, 350, 360-361, 390-392 TG U2: 218-220, 238-240, 268-270, 288-290, 308-310 TG U3: 218-220, 258-260, 278-280, 308-310, 392 TG U4: 392
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	TG U1: 218-220, 238-240, 248-250, 258-260, 378-379, 392-394 TG U2: 248-250, 278-280, 268-270, 392-394 TG U3: 248-250, 268-270, 278-280, 392 TG U4: 392
W.3.2.b Develop the topic with facts, definitions, and details.	TG U1: 218-220, 288-290, 392-394 TG U2: 258-260, 392-394 TG U3: 238-240, 258-260, 392 TG U4: 392
W.3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	TG U1: 268-270, 278-280 TG U2: 288-290, 298-300, 392-394 TG U3: 288-290

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
W.3.2.d Provide a concluding statement or section.	TG U1: 308-310, 392-394 TG U2: 308-310, 392-394 TG U3: 298-300, 308-310, 392 TG U4: 392
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	TG U1: 18-20, 28-30, 38-40, 48-50, 98-100 TG U2: 48-50, 78-80, 98-100, 128-130, 192, 194, 196 TG U3: 196 TG U4: 196
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	TG U1: 380-382, 28-30, 48-50, 58-60, 68-70, 78-80 TG U2: 48-50, 58-60, 68-70, 196 TG U3: 196 TG U4: 196
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.	TG U1: 98-100, 108-110, 118-120, 128-130, 192-194 TG U2: 88-90, 98-100, 108-110, 118-120, 196 TG U3: 196 TG U4: 196
W.3.3.c Use temporal words and phrases to signal event order.	TG U1: 88-90, 192-194 TG U2: 78-80, 196 TG U3: 196 TG U4: 196
W.3.3.d Provide a sense of closure.	TG U1: 38-40, 138-140 TG U2: 128-130, 196 TG U3: 196 TG U4: 196
Production and Distribution of Writing	
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.)	TG U1: 48-50, 58-60, 78-80, 158-160 TG U2: 38-40, 340-342 TG U3: 148-150, 348-350, 358-360, 368-370, 378-380 TG U4: 148-150, 168-170, 188-190, 358-360, 378-380

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	TG U1: 148-150, 168-170, 178-180, 348-350, 358-360 TG U2: 168-170, 178-180, 348-350, 368-370, 378-380 TG U3: 158-160, 168-170, 178-180, 358-360, 378-380 TG U4: 148-150, 168-170, 178-180, 368-370, 378-380
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.	TG U1: 20, 50, 90, 120, 150, 180, 194, 220, 250, 270, 300, 340, 370, 380, 394 TG U2: 20, 30, 50, 70, 90, 110, 130, 140, 160, 190, 220, 230, 320, 394, 194 TG U3: 30, 60, 90, 130, 150, 180, 194, 230, 250, 290, 310, 330, 360, 370, 394 TG U4: 40, 70, 100, 120, 140, 160, 194, 240, 260, 280, 300, 320, 350, 390, 394
Research to Build and Present Knowledge	
W.3.7 Conduct short research projects that build knowledge about a topic.	TG U1: 258-260, 288-290, 328-330, 338-340, 388-390, 392-394, 290-292 TG U2: 18-20, 328-330 TG U4: 118-120, 318-320, 128-130
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.	TG U1: 192-194, 258-260, 288-290, 328-330, 378-380, 390-391, 392-394 TG U2: 28-30, 318-320, 338-340 TG U3: 128-130, 138-140, 318-320, 328-330, 338-340 TG U4: 328-330, 118-120, 128-130, 138-140, 318-320
W.3.9 (Begins in Grade 4)	Not applicable according to the Nevada Academic Content Standards in English Language Arts
Range of Writing	
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.	TG U1: 30, 50, 90, 120, 150, 170, 192, 240, 270, 300, 330, 350, 360, 370, 392 TG U2: 20, 40, 70, 100, 120, 150, 192, 230, 250, 280, 300, 330, 380, 392 TG U3: 30, 50, 80, 110, 140, 180, 192, 260, 290, 320, 350, 370, 392 TG U4: 40, 60, 90, 120, 150, 190, 230, 250, 280, 300, 310, 330, 360, 380, 392

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Speaking and Listening Standards	
Comprehension and Collaboration	
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	TG U1: 14, 44, 64, 104, 144, 214, 224, 244, 264, 284, 304, 324, 344, 374 TG U2: 24, 64, 84, 144, 174, 224, 324, 334, 344, 364 TG U3: 14, 54, 74, 114, 134, 184, 214, 234, 254, 274, 284, 304, 354, 374, 384 TG U4: 24, 44, 74, 104, 144, 214, 244, 274, 304, 324, 374, 384
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.	TG U2: 112, 222, 302 TG U3: 52, 192, 292 TG U4: 62, 172, 232
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).	TG U1: 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 252, 272, 312, 332, 372 TG U2: 32, 52, 82, 92, 122, 132, 162, 182, 222, 242, 282, 302, 322, 332, 382 TG U3: 22, 44, 54, 82, 112, 152, 164, 192, 194, 198, 242, 292, 342, 362, 382 TG U4: 42, 62, 92, 112, 132, 142, 154, 222, 234, 252, 282, 292, 312, 362, 382
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	TG U1: 12, 32, 62, 82, 102, 122, 142, 162, 182, 262, 282, 302, 322, 362, 382 TG U2: 22, 42, 72, 92, 112, 132, 152, 172, 212, 232, 272, 292, 302, 332, 372 TG U3: 44, 62, 84, 102, 132, 162, 198, 222, 272, 302, 342, 354, 360, 362, 382 TG U4: 24, 52, 82, 112, 132, 172, 222, 242, 272, 292, 312, 332, 352, 372, 382
SL.3.1.d Explain their own ideas and understanding in light of the discussion.	TG U4: 154
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.	TG U1: 216-218, 306-307, 316-317, 386-388 TG U2: 232, 250, 322, 330, 372, 380 TG U3: 94, 120, 144, 186, 240, 320, 376 TG U4: 84, 300, 314
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	TG U1: 190, 289, 370 TG U2: 190, 198, 398 TG U3: 60, 70, 80, 90, 100, 110, 170, 198, 354, 360, 370 TG U4: 20, 30, 60, 70, 80, 100, 160, 190, 354, 398

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Presentation of Knowledge and Ideas	
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.	TG U1: 30, 50, 70, 80, 100, 120, 130, 150, 160, 180, 220, 240, 260, 280, 300, 350 TG U2: 20, 40, 60, 90, 110, 140, 198, 230, 260, 310, 370, 380, 398 TG U3: 50, 80, 120, 160, 180, 198, 220, 230, 260, 290, 310, 360, 380, 390 TG U4: 30, 50, 60, 160, 180, 198, 260, 290, 360, 380, 398
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	TG U1: 40, 107, 192, 307 TG U2: 194, 198, 280, 390, 394 TG U3: 360, 370, 394 TG U4: 160, 189-190, 212
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	TG U1: 13, 33, 53, 63, 73, 93, 213, 273, 293, 313, 333, 343, 373, 383 TG U2: 33, 113, 123, 183, 251, 283, 323, 333, 353, 363 TG U3: 63, 83, 173, 198, 243, 253, 263, 273, 364 TG U4: 13, 23, 53, 143, 163, 313, 353
Language Standards	
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	TG U1: 30, 70, 100, 110, 150, 170, 190, 230, 250, 260, 280, 290, 310, 350 TG U2: 30, 40, 90, 100, 120, 130, 140, 160, 170, 220, 240, 260, 270, 320, 360 TG U3: 30, 50, 60, 80, 120, 220, 240, 280, 300, 330, 350, 370, 390 TG U4: 40, 60, 90, 110, 130, 150, 180, 220, 240, 270, 290, 310, 340, 360
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	TG U1: 120-122, 140-141, 180-181, 190-191, 220-221, 230-231, 310-311, 320-322 TG U2: 50-51, 60-61, 80-81, 220-221, 230-231, 240-242 TG U3: 20-21, 30-31, 40-41, 70-71, 80-81, 220-222 TG U4: 100-101, 110-111, 120-122
L.3.1.b Form and use regular and irregular plural nouns.	TG U1: 130-132, FS5-6, FS7-9 TG U2: FS7-9 TG U3: FS2-4 TG U4: 40-41, 50-52

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).	TG U3: 280-281, 290-292 TG U4: 80-81, 90-92
L.3.1.d Form and use regular and irregular verbs.	TG U1: 150-152, 160-161, 170-172 TG U2: 330-331, 340-341, 350-351, 360-362, 290-291 TG U3: 300-301, 310-311, 340-342 TG U4: 250-251, 260-261, 270-272
L.3.1.e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	TG U1: 60-61, 70-72 TG U2: 310-311, 320-322 TG U3: 350-351, 360-362 TG U4: 250-251, 260-261, 270-272
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.	TG U1: 240-242, 250-251, 270-271, 280-281, 290-291, 300-302 TG U2: 130-131, 140-141, 150-151, 280-281, 290-291, 300-302 TG U4: 220-221, 230-231, 240-241, 250-251, 260-261, 270-271, 290-292
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	TG U1: 330-331, 340-342 TG U2: 70-72 TG U3: 100-101, 110-111, 120-121, 250-251, 260-261, 270-272 TG U4: 380-381, 390-392
L.3.1.h Use coordinating and subordinating conjunctions.	TG U1: 350-352, 360-361, 380-381, 390-392 TG U2: 250-251, 260-261, 270-272
L.3.1.i Produce simple, compound, and complex sentences.	TG U1: 80-82, 90-91, 260-261, 300-302 TG U2: FS14-16, 160-161, 170-171, 180-181, 190-192 TG U3: FS23-25, 380-381, 390-392 TG U4: 300-301, 310-311, 320-321, 330-332, FS10, FS23
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	TG U1: 100-102, 110-111, 160-161, 178-180, 190-191, 195-197, 358-360, 395-397 TG U2: 178-180, 195-196, 370-372, 378-380, 390, 395-397 TG U3: 178-180, 378-380 TG U4: 178-180, 378-380
L.3.2.a Capitalize appropriate words in titles.	TG U2: 30-31 TG U3: 190-192 TG U4: 340-342

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
L.3.2.b Use commas in addresses.	TG U4: 190-192
L.3.2.c Use commas and quotation marks in dialogue.	TG U1: 100-101, 110-112 TG U2: 90-91, 100-102 TG U4: 170-171, 180-182
L.3.2.d Form and use possessives.	TG U1: 343-345 TG U2: 343-345 TG U3: 130-131, 140-142 TG U4: 150-151, 160-162
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	TG U1: 41-43, 61-62, 71-73, 178-180, 281-283, 358-360, 370-372, FS8-9, FS10-12 TG U2: FS20-22, 370-372 TG U3: 170-172, FS11-13 TG U4: 230-232
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.	TG U1: 131-133, 151-153, 161-162, 171-172, 212, 222, 232-234, 302-304, FS20, FS23, FS25-26 TG U2: 370-371, 380-382 TG U4: 230-232
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	TG U1: 362-363, 365-367 TG U2: 390-392 TG U3: FS4-6, 180-182 TG U4: 179, FS17
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	TG U1: 20, 40, 60, 90, 120, 140, 180, 220, 240, 270, 300, 320, 330, 340, 360 TG U2: 30, 50, 70, 100, 130, 150, 190, 230, 250, 280, 310, 350, 360 TG U3: 20, 40, 60, 80, 110, 140, 170, 220, 260, 290, 340, 380 TG U4: 30, 70, 90, 120, 150, 180, 250, 230, 270, 290, 310, 330, 350, 370, 390
L.3.3.a Choose words and phrases for effect.	TG U1: 144-146, 146-148 TG U2: 24-26
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.	TG U2: 112-114, 117 TG U3: 117 TG U4: 117

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
Vocabulary Acquisition and Use	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	TG U1: 14, 65, 95, 104, 145, 154, 174, 214, 244, 274, 314, 355, 365, 383-384 TG U2: 222-224, 224-226, 354-356, 356-358 TG U3: 345 TG U4: 133
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	TG U1: 363-364, 355 TG U2: 354-356, 356-358 TG U3: FS20-22, 26-28, 34-35, 56, 276, 317 TG U4: 23, 246, 285-287
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/ careless, heat/preheat</i>).	TG U2: FS14-16, FS20-22 TG U3: FS8-10 TG U4: 60-61, 70-72, FS5-7, FS20-22
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	TG U4: FS23-25, 60-61, 70-72
L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	TG U1: 95-96, 363-365, 365-367 TG U2: 56-57, 166-168, 316-318 TG U3: 26 TG U4: 116, 246, 246-247, 276, 285-287, FS2, FS4, FS22
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	TG U1: 96-97 TG U3: 234 TG U4: 274, 276-277, 294, 296-298
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	TG U1: 94-96 TG U2: 54-56, 164-166, 222-224 TG U3: 24-26, 26-27, 34, 37, 74-76, 76-77, 234, 274-276, 276-278 TG U4: 244-246, 344-346
L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	TG U3: 284-286, 286-287, 314-316, 344-346 TG U4: 32, 34-35, 92-94, 274-276
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	TG U4: 112, 114-116, 134

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Nevada Academic Content Standards in English Language Arts	ReadyGEN, ©2016 Grade 3
<p>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., <i>After dinner that night we went looking for them</i>).</p>	<p>TG U1: 54, 74, 84, 104, 124, 144, 174, 224, 254, 284, 334, 344-345, 356-358, 354-355, 356-358 TG U2: 14, 44, 64, 94, 114, 134, 154, 164, 184, 234, 264, 294, 324, 364, 384 TG U3: 24, 54, 74, 104, 124, 174, 214, 244, 274, 314, 334, 364, 384 TG U4: 14, 34, 94, 114, 144, 184, 174, 234, 254, 284, 304, 324, 344, 364</p>