

Nebraska English/Language Arts Standards – 3rd Grade

Nebraska 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 Changes
Word Analysis												
Students will use phonetic analysis to read, write, and spell grade-level text.												
LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)						●			●		●	
Fluency												
Students will develop and demonstrate accuracy, phrasing, and expression while reading grade level text.												
LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.4.b Read words and phrases accurately and automatically	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	●	●	●	●	●	●	●	●	●	●	●	●
Vocabulary												

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Students will build literary, general academic, and content specific grade-level vocabulary.												
LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA 3.1.5.c Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)	●●	●●	●●	●	●●	●●	●	●●	●●	●●	●	●●
Comprehension												
Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.												
Author's Purpose												

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LA 3.1.6.a Identify author’s purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Narrative Text												
LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)												
LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details												
LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)												
Informational Text												
LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details	●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions,	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●

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font/format styles)												
Multi-Genre												
LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	●●	●●	●●	●	●●	●●	●	●●	●●	●●	●	●●
LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective	●	●	●	●	●	●	●	●	●	●	●	●
Questions/Answers												
LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	●●●	●●	●●	●●	●●	●●●	●●	●	●●	●●●	●●	●●●
Purpose												
LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Connections/Predictions												
LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	●●	●●	●●●	●●	●●	●●●	●●	●●	●●	●●●	●●	●●
LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply	●	●	●	●	●	●	●	●	●	●	●	●

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strategies to clarify, confirm, or correct												
LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	●●●	●●	●●	●●	●●●	●●	●●	●●	●●	●●	●●	●●
LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation	●●	●●●	●●	●●●	●●	●●	●●●	●●	●●	●●	●●●	●●
LA 3.1.6.p Respond to text verbally, in writing, or artistically	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
Writing Process												
Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.												
LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA 3.2.1.b Generate a draft by: <ul style="list-style-type: none"> • Selecting and organizing ideas relevant to topic, purpose, and genre • Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and 	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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exclamatory) • Developing paragraphs with topic sentences and supporting facts and details												
LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)	●	●●	●	●	●	●	●	●	●	●	●	●
LA 3.2.1.g Write legibly in cursive												
Writing Genres Students will write for a variety of purposes and audiences in multiple genres.												
LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA 3.2.2.b Write considering audience and what the reader needs to know	●●	●●	●●	●●	●●	●●	●●	●●	●●●	●●●	●●●	●●●
LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter,	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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how-to books)												
LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●
LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Speaking Skills												
Students will develop and apply speaking skills to communicate key ideas in a variety of situations.												
LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.2.1.c Utilize available media to enhance communication (e.g., poster, overhead)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Listening Skills												
Students will develop and demonstrate active listening skills across a variety of situations												
LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.3.2.b Use information in order to complete a task	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.3.2.c Listen, ask questions to clarify, and take	●●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●

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notes to ensure accuracy of information												
LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated	●●	●●	●	●	●●	●●	●	●●	●●	●	●●	●●
Reciprocal Communication Students will develop and apply reciprocal communication skills.												
LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
Multiple Literacies Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).												
LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●	●●
LA 3.4.1.b Discuss ethical and legal use of information												
LA 3.4.1.c Practice safe and ethical behaviors when												

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communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)												
LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)												
LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)												
LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	●	●	●	●	●	●	●	●	●	●	●	●
LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)												

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