



Nevada Alternate Assessment

Nevada Academic Content Standard Connectors for English Language Arts

Grade 3

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Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

Example: Reading Grade 3

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Key Ideas and Details 0	
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)	<ul style="list-style-type: none"> Ask and answer who, what, where, and when questions to demonstrate understanding of a text. (3)
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2)	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text. (3)

(1) ELA Targets for Reading

(2) ELA Content Standards

(3) Connectors to the content standards

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

NAA ELA NVAC Connectors - Grade 3

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: 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.	<ul style="list-style-type: none"> Ask and answer who, what, where, and when questions to demonstrate understanding of a literary text.
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text.
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.	<ul style="list-style-type: none"> Recount key details in stories including fables, folktales, and myths. Determine the central message, lesson, or moral using details from a literary text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> Recount key details in an informational text. Determine the main idea of an informational text.
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.	<ul style="list-style-type: none"> Identify key characters in a story. Describe key characters in a story (e.g., their traits or feelings). Identify a character's actions in a story. Explain how a character's traits and/or actions contribute to the sequence of events
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.	<ul style="list-style-type: none"> Describe the relationship between a series of events, ideas, or steps in an informational text, using language that pertains to time, sequence, and/or cause/effect.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Craft and Structure	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (double-coded to L4)	<ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a grade-appropriate literary text.
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. (double-coded to L4)	<ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words and phrases in an informational text.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> Identify and use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	<ul style="list-style-type: none"> Identify the narrator and/or character. Identify a narrator's or character's point of view using the literary text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	<ul style="list-style-type: none"> Identify an author's point of view in an informational text.
Target: Integration of Knowledge and Ideas	
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).	<ul style="list-style-type: none"> Describe the connection between sentences and paragraphs in an informational text (e.g., comparison, cause/effect, first/second/third in a sequence).
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).	<ul style="list-style-type: none"> Identify similarities and differences in themes or settings of stories written by the same author about the same or similar characters (e.g., in books from a series).
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> Identify the most important points and details presented in two informational texts on the same topic. Compare and/or contrast the most important points and details presented in two informational texts on the same topic.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Text Types and Purposes	
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	<ul style="list-style-type: none"> • State an opinion based on a topic or text. • Support the opinion with a reason.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas. • Supply some facts about the topic to develop points. • Use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect facts to the points being made. • Provide a sense of closure.
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events.
Target: Production and Distribution	
W.3.4 With guidance and support from peers and 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.)*	<ul style="list-style-type: none"> • With guidance and support from adults, develop writing for an appropriate task and purpose.* • With guidance and support from adults, organize writing for an appropriate task and purpose.* (Grade-specific expectations for writing types are defined in writing standards 1–3.)
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.)*	<ul style="list-style-type: none"> • With guidance and support from peers and adults, focus on a topic and strengthen writing as needed by revising and editing.* <p>Editing for conventions should demonstrate command of the use of:</p> <ul style="list-style-type: none"> ○ complete sentences; ○ singular and plural nouns with matching verbs; ○ past, present, and future verbs; ○ commonly occurring basic adjectives (size, color, shape); ○ basic personal pronouns (<i>I, me, my</i>); ○ basic capitalization and punctuation; ○ the correct spelling of essential words.
Target: Research	
W.3.7 Conduct short research projects that build knowledge about a topic.*	<ul style="list-style-type: none"> • Analyze two pieces of information on a topic and write a summative statement.
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.*	<ul style="list-style-type: none"> • With guidance and support from adults, recall information from experiences or gather information from print and digital sources.*

*Evaluated through a rubric; not stand-alone.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Language Skills	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • Use singular and plural nouns with matching verbs in simple sentences in speaking and writing. • Expand complete sentences (with details such as where, when, how) in independent and shared language activities in speaking and writing. • Use verbs to convey a sense of past, present, and future in speaking and writing. • Use commonly occurring basic adjectives (size, color, shape) in speaking and writing. • Use basic personal pronouns (<i>I, me, my</i>) in speaking and writing.
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • With guidance and support from adults, identify and/or name end punctuation. • With guidance and support from adults, spell essential words (first and last name). • With guidance and support from adults, use basic capitalization (beginning of sentence, names, pronoun <i>I</i>).
Target: Listening	
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.	<ul style="list-style-type: none"> • Identify the main idea and supporting details of a text read aloud.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	<ul style="list-style-type: none"> • Ask questions about information presented verbally from a speaker.