

NEVADA STATE STANDARDS

You Are:

COMMON CORE STANDARDS

You Need To:

<p>Nevada Standard - Literary Text</p> <p>Making inferences and drawing conclusions about a character based on evidence.</p>	<p>Common Core - Reading Literature</p> <p><u>Key Ideas and Details</u></p> <p>1. Move to referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<p>Identifying theme and summarizing information.</p>	<p>2. Continue determining a theme of a story, drama, or poem from details in the text; continue summarizing the text.</p>
<p>Describing the elements of plot in text as well as the motivation for a character's actions in text .</p>	<p>3. Move to describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>
<p>Determine the meaning of unknown words and phrases in text.</p>	<p><u>Craft and Structure</u></p> <p>4. Move to determining the meaning of words and phrases as they are used in a text including those that allude to significant characters found in mythology (e.g., Herculean).</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>
<p></p>	<p>8. (Not applicable to Literature)</p>



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Comparing texts from different cultures and time periods.	9. Move to comparing and contrasting the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Using decoding process skills and strategies to build comprehension.	Range of Reading 10. Move to reading and comprehending literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed, at the high end of the range, by the end of the year.
Nevada Standard - Expository Text Making inferences and drawing conclusions based on evidence.	Common Core - Reading Informational Text Key Ideas/Details 1. Move to referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Describing the main idea based on evidence and summarizing information.	2. Continue determining the main idea of a text and explain how it is supported by key details; continue summarizing the text.
<i>Not addressed in Nevada State Standards</i>	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Identifying content- specific vocabulary in text.	Craft and Structure 4. Move to determining the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
Identifying cause and effect and describing problem solution in text.	5. Move to describing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
<i>Not addressed in Nevada State Standards</i>	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.



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Explaining the purpose of and/or gaining information from charts and graphs.	<p><u>Integration of Knowledge and Ideas</u></p> <p>7. Move to interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>
<i>Not addressed in Nevada State Standards</i>	8. Explain how an author uses reasons and evidence to support particular points in a text.
Making connections to self, other texts, and/or the world.	9. Move to integrating information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Reading expository and persuasive text to comprehend, interpret, and evaluate for specific purposes.	<p><u>Range of Reading</u></p> <p>10. Move to reading and comprehending informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range, by the end of the year.</p>
Nevada Standard - Word Analysis	<p>Common Core - Reading Foundational Skills (K-5)</p> <p><u>Print Concepts</u></p> <p>1. (Addressed in K-1)</p>
	<p><u>Phonological Awareness</u></p> <p>2. (Addressed in K-1)</p>
Decoding words in text using phonics and structural analysis.	<p><u>Phonics and Word Recognition</u></p> <p>3. Move to applying grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Reading aloud with a focus on prosody,	<p><u>Fluency</u></p> <p>4. Move to reading with sufficient accuracy and fluency to support comprehension.</p>



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accuracy, automaticity, and reading rate.	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<p>Nevada Standard - Writing</p> <p>Writing persuasive paragraphs that include supporting evidence.</p>	<p>Common Core - Writing <u>Text Types and Purposes</u></p> <ol style="list-style-type: none"> 1. Move to writing opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. • Provide reasons that are supported by facts and details. • Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). • Provide a concluding statement or section related to the opinion presented.
<p>Writing multiple paragraph papers which include a topic sentence, supporting details, a concluding statement, and beginning, middle, and end.</p>	<ol style="list-style-type: none"> 2. Move to writing informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. • Link ideas within categories of information using words and phrases (eg., another, for example, also, because). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a concluding statement or section related to the information or explanation presented.



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Writing multiple paragraph papers about experiences and/or events appropriate to audience and purpose that include logical sequence, characters, setting, and dialogue.	<p>3. Move to writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events.
<i>Not addressed in Nevada State Standards</i>	<p><u>Production and Distribution of Writing</u></p> <p>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
Using prewriting strategies to plan written work, editing and revising drafts Not addressed in Nevada standards.	<p>5. Move to developing and strengthening writing as needed by planning, revising, and editing with guidance and support from peers and adults</p>
<i>Not addressed in Nevada State Standards</i>	<p>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>
Writing research papers.	<p><u>Research to Build and Present Knowledge</u></p> <p>7. Move to conducting short research projects that build knowledge through investigation of different aspects of a topic.</p>
Writing multiple paragraphs based on information from sources.	<p>8. Move to recalling relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>



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Writing responses to literary and expository texts.	<p>9. Move to drawing evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). • Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
<i>Not addressed in Nevada State Standards</i>	<p><u>Range of Writing</u></p> <p>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.</p>
<p>Nevada Standard - Speaking and Listening</p> <p>Contributing to conversations and discussions about a given topic; responding to questions to clarify and extend ideas; asking questions to clarify information; using precise language to describe experiences, observations, and ideas.</p>	<p>Common Core – Speaking and Listening</p> <p><u>Comprehension and Collaboration</u></p> <p>1. Move to engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • 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. • Follow agreed-upon rules for discussions and carry out assigned roles. • Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
Listening to and summarizing ideas and supporting details.	<p>2. Move to paraphrasing portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>



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Listening for and identifying persuasive techniques, with assistance.	3. Move to identifying the reasons and evidence a speaker provides to support particular points.
Using public speaking techniques to deliver presentations with appropriate volume and enunciation; using precise language to describe experiences.	<p><u>Presentation of Knowledge and Ideas</u></p> <p>4. Move to reporting on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Communicating information by illustrating information with media aids.	5. Move to adding audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
Listening for and identifying the use of formal and informal language, social and academic language, and applying standard English to communicate ideas.	6. Move to differentiating between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
<p>Nevada Standard - Speaking and Effective Writing</p> <p>Editing for the correct use of verb tenses and adjectives and editing sentences for completeness.</p>	<p>Common Core - Language</p> <p><u>Conventions of Standard English</u></p> <p>1. Move to demonstrating command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). • Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).



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Editing paragraphs to ensure correct spelling, capitalization, and punctuation.	<p>2. Continue demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed.
Revising drafts for voice and word choice; applying standard English to communicate ideas.	<p><u>Knowledge of Language</u></p> <p>3. Move to using knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<i>Not addressed in Nevada State Standards</i>	<p><u>Vocabulary Acquisition and Use</u></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. • Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). • Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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<i>Not addressed in Nevada State Standards</i>	<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. • Recognize and explain the meaning of common idioms, adages, and proverbs. • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
<i>Not addressed in Nevada State Standards</i>	<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>

