

## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

<p><b>Nevada Standard - Literary Text</b></p> <p>Using information to answer specific questions.</p>	<p><b>Common Core - Reading Literature</b></p> <p><b><u>Key Ideas and Details</u></b></p> <p>1. Move to asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
<p>Explaining the main idea supported by evidence.</p>	<p>2. Move to recounting stories, including fables, folktales, and myths from diverse cultures; determining the central message, lesson, or moral and explaining how it is conveyed through key details in the text.</p>
<p>Describing character’s physical and personality traits in text and the character’s emotions.</p>	<p>3. Continue to describe characters in a story (e.g., their traits, motivations, or feelings); move to explaining how their actions contribute to the sequence of events.</p>
<p>Determine the meaning of unknown words and phrases in text.</p>	<p><b><u>Craft and Structure</u></b></p> <p>4. Continue to determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>
<p>Identifying first-person point of view.</p>	<p>6. Move to distinguishing their own point of view from that of the narrator or those of the characters.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>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).</p>
	<p>8. (Not applicable to literature).</p>
<p>Making connections to self, other texts and/or the world.</p>	<p>9. Move to comparing and contrasting 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).</p>



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Using reading process skills and strategies to build comprehension.	<p><b><u>Range of Reading</u></b></p> <p>10. Move to reading and comprehending literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently, by the end of the year.</p>
<p><b>Nevada Standard - Expository Text</b></p> <p>Using information to answer specific questions.</p>	<p><b>Common Core - Reading Informational Text</b></p> <p><b><u>Key Ideas/Details</u></b></p> <p>1. Move to asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>2. Move to determining the main idea of a text; recounting the key details and explaining how they support the main idea.</p> <p>3. Move to describing 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.</p>
Identify the main idea and supporting details based on text.	
Identifying cause and effect relationships.	
Identifying content- specific vocabulary in text, with assistance.	<p><b><u>Craft and Structure</u></b></p> <p>4. Move to determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>5. Move to using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>6. Distinguish their own point of view from that of the author of a text.</p>
Identifying the purpose of and gaining information from text features.	
<i>Not addressed in Nevada State Standards</i>	
Explaining the purpose of and/or gaining information from illustrations.	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move to using information gained from illustrations (e.g., maps, photographs) and using the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>
<i>Not addressed in Nevada State Standards</i>	

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Making connections to self, other text, and/or the world.	9. Move to comparing and contrasting the most important points and key details presented in two texts on the same topic.
Reading expository and persuasive text to comprehend, interpret, and evaluate for specific purposes.	<b><u>Range of Reading</u></b> 10. Move to reading and comprehending 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, by the end of the year.
<b>Nevada Standard - Word Analysis</b>	<b>Common Core - Reading Foundational Skills (K-5)</b> <b><u>Print Concepts</u></b> 1. (Addressed in K-1)
	<b><u>Phonological Awareness</u></b> 2. (Addressed in K-1)
Decoding words in text using phonics and structural analysis.	<b><u>Phonics and Word Recognition</u></b> 3. Move to applying grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>• Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>• Decode words with common Latin suffixes.</li> <li>• Decode multi-syllable words.</li> <li>• Read grade appropriate irregularly spelled words.</li> </ul>
Reading aloud with a focus on prosody, accuracy, automaticity, and reading rate.	<b><u>Fluency</u></b> 4. Move to reading aloud with sufficient accuracy and fluency to support comprehension. Move to: <ul style="list-style-type: none"> <li>• Read on-level text with purpose and understanding.</li> <li>• Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

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<p><b>Nevada Standard - Writing</b></p> <p>Writing an opinion statement.</p>	<p><b>Common Core - Writing</b> <b><u>Text Types and Purposes</u></b></p> <p>1. Move to writing opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> <li>• Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>• Provide reasons that support the opinion.</li> <li>• Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>• Provide a concluding statement or section.</li> </ul>
<p>Writing a topic sentence and paragraphs.</p>	<p>2. Move to writing informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>• Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, and details.</li> <li>• Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>• Provide a concluding statement or section.</li> </ul>
<p>Writing paragraphs about experiences and/or events appropriate to audience and purpose that include a logical sequence.</p>	<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"> <li>• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>• Use temporal words or phrases to signal event order.</li> <li>• Provide a sense of closure.</li> </ul>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><b><u>Production and Distribution of Writing</u></b></p> <p>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.)</p>

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Using prewriting strategies to plan written work; editing and revising drafts.	5. With guidance and support from peers and adults, continue to develop and strengthen writing as needed by planning, revising, and editing.
<i>Not addressed in Nevada State Standards</i>	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.
Writing research papers.	<b><u>Research to Build and Present Knowledge</u></b> 7. Move to conducting short research projects that build knowledge about a topic.
Writing research papers by recording information from sources and documenting sources.	8. Move to recalling information from experiences or gathering information from print and digital sources; taking brief notes on sources and sort evidence into provided categories.
	9. (Begins in grade 4)
<i>Not addressed in Nevada State Standards</i>	<b><u>Range of Writing</u></b> 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.
<b>Nevada Standard - Speaking and Listening</b>  Listening to and participation in conversations; contributing to conversations about a given topic; asking relevant questions to clarify information and using precise language to describe ideas.	<b>Common Core – Speaking and Listening Comprehension and Collaboration</b> 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 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>• Explain their own ideas and understanding in light of the discussion.</li> </ul>

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Listening for and identifying main idea and summarizing ideas and supporting details.	2. Move to determining the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Asking questions to clarify and gather information; listening and responding to oral communication.	3. Move to asking and answering questions about information from a speaker, offering appropriate elaboration and detail.
Using precise language to describe experiences and applying standard English to communicate ideas.	<p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p>4. Move to reporting on a topic or text, telling a story, or recounting an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>
With assistance, communicating information by illustrating information with media information with media aids.	5. Move to creating 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.
Applying standard English to communicate ideas.	6. Move to speaking in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
<p><b>Nevada Standard - Speaking and Effective Writing</b></p> <p>Applying standard English to communicate ideas and editing for correct use of nouns, verbs, and pronouns</p>	<p><b><u>Common Core - Language Conventions of Standard English</u></b></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"> <li>• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>• Form and use regular and irregular plural nouns.</li> <li>• Use abstract nouns (e.g., <i>childhood</i>).</li> <li>• Form and use regular and irregular verbs.</li> <li>• Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> <li>• Ensure subject-verb and pronoun-antecedent agreement.</li> <li>• Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use coordinating and subordinating conjunctions.</li> <li>• Produce simple, compound, and complex sentences.</li> </ul>
<p>Editing sentences to ensure correct spelling of high frequency words; editing for capitalization of proper nouns and initials; editing punctuation for commas.</p>	<p>2. Move to demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>• Capitalize appropriate words in titles.</li> <li>• Use commas in addresses.</li> <li>• Use commas and quotation marks in dialogue.</li> <li>• Form and use possessives.</li> <li>• 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>).</li> <li>• Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
<p>Applying standard English to communicate ideas.</p>	<p><b><u>Knowledge of Language</u></b></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"> <li>• Choose words and phrases for effect.</li> <li>• Recognize and observe differences between the conventions of spoken and written standard English.</li> </ul>
<p>Building and extending vocabulary using prefixes (un, re, bi) and suffixes (ing, less, ness) and using dictionaries to determine the meaning of words.</p>	<p><b><u>Vocabulary Acquisition and Use</u></b></p> <p>4. Move to determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>• 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>).</li> </ul>

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	<ul style="list-style-type: none"> <li>• 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>).</li> <li>• Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>
<i>Not addressed in Nevada State Standards</i>	<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Distinguish the literal and nonliteral meanings of words and phrases in context (e.g. <i>take steps</i>).</li> <li>• Identify real-life connections between words and their use (e.g. describe the people who are <i>friendly</i> or <i>helpful</i>).</li> <li>• 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>).</li> </ul>
<i>Not addressed in Nevada State Standards</i>	<p>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>

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