

NEVADA STATE STANDARDS

You Are:

COMMON CORE STANDARDS

You Need To:

<p>Nevada Standard - Literary Text</p> <p><i>Not addressed in Nevada State Standards</i></p>	<p>Common Core - Reading Literature <u>Key Ideas and Details</u></p> <p>1. With prompting and support, ask and answer questions about key details in a text.</p>
<p>Communicating personal experiences and re-telling stories; orally recalling details and restating main ideas, with assistance.</p>	<p>2. Move to retelling familiar stories, including key details, with prompting and support.</p>
<p>Listening for and identifying setting, sequence of events, a character’s physical and personality traits, and the main idea, with assistance; listening for, identifying, and/or describing setting.</p>	<p>3. Continue identifying characters, settings, and major events in a story, with prompting and support.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Craft and Structure</u></p> <p>4. Ask and answer questions about unknown words in a text.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>5. Recognize common types of texts (e.g., storybooks, poems).</p>
<p>Identifying the author and illustrator.</p>	<p>6. Move to naming the author and illustrator of a story and define the role of each in telling the story, with prompting and support.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p>
<p></p>	<p>8. (Not applicable to literature).</p>
<p>Making connections to self, other text, and/or the world, with assistance; making inferences and drawing conclusions about characters based on evidence, with assistance.</p>	<p>9. Move to comparing and contrasting the adventures and experiences of characters in familiar stories, with prompting and support.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Range of Reading</u></p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>



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<p>Nevada Standard - Expository Text</p> <p>Using information to answer specific questions, with assistance.</p>	<p>Common Core - Reading Informational Text</p> <p><u>Key Ideas/Details</u></p> <p>1. Move to asking and answering questions about key details in a text, with prompting and support.</p>
<p>Listening to and identifying the topic, with assistance; listening to and describing sequential order with assistance.</p>	<p>2. Move to identifying the main topic and retelling key details of a text, with prompting and support.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Craft and Structure</u></p> <p>4. Move to asking and answering questions about unknown words in a text, with prompting and support.</p>
<p>Demonstrating concepts of print.</p>	<p>5. Move to identifying the front cover, back cover, and title page of a book.</p>
<p>Identifying author and illustrator.</p>	<p>6. Move to naming the author and illustrator of a text and defining the role of each in presenting the ideas or information in a text.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Integration of Knowledge and Ideas</u></p> <p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p>
<p>Making connections to self, other text, and/or the world, with assistance.</p>	<p>9. Continue identifying basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures), with prompting and support.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Range of Reading</u></p> <p>10. Actively engage in group reading activities with purpose and understanding.</p>



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<p>Nevada Standard - Word Analysis</p> <p>Demonstrating concepts of print; identifying letter sound relationships; recognizing and naming upper and lower case letters of the alphabet.</p>	<p>Common Core - Reading Foundational Skills (K-5)</p> <p><u>Print Concepts</u></p> <ol style="list-style-type: none"> 1. Move to demonstrating understanding of the organization and basic features of print. <ul style="list-style-type: none"> • Follow words from left to right, top to bottom, and page by page. • Recognize that spoken words are represented in written language by specific sequences of letters. • Understand that words are separated by spaces in print. • Recognize and name all upper- and lowercase letters of the alphabet.
<p>Demonstrating phonological awareness of spoken words through rhyming, concept of word, syllable awareness, and onset/rime awareness; demonstrating phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting, and substituting; matching and isolating initial sounds in spoken words.</p>	<p><u>Phonological Awareness</u></p> <ol style="list-style-type: none"> 2. Move to demonstrating an understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> • Recognize and produce rhyming words. • Count, pronounce, blend, and segment syllables in spoken words. • Blend and segment onsets and rimes of single-syllable spoken words. • Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<p>Identifying high frequency words to build fluency and comprehension; identifying letter-sound relationships; decoding words using letter/sound relationships; and decoding words in text through short/long vowels.</p>	<p><u>Phonics and Word Recognition</u></p> <ol style="list-style-type: none"> 3. Move to knowing and applying grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> • Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. • Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). • Distinguish between similarly spelled words by identifying the sounds of the letters that differ.



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<p><i>Not addressed in Nevada State Standards</i></p>	<p><u>Fluency</u> 4. Move to reading emergent-reader texts with purpose and understanding.</p>
<p>Nevada Standard - Writing Drawing or writing to communicate, with assistance.</p>	<p><u>Common Core - Writing Text Types and Purposes</u> 1. Move to using a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p>
<p>Drawing or writing to communicate, with assistance.</p>	<p>2. Move to using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
<p>Drawing or writing about familiar experiences and/or events.</p>	<p>3. Move to using a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>
<p></p>	<p>4. (Begins in grade 3)</p>
<p>Revising drafts of ideas, voice, and audience, with assistance.</p>	<p><u>Production and Distribution of Writing</u> 5. Move to responding to questions and suggestions from peers and adding details to strengthen writing as needed, with guidance and support from adults.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>6. With guidance and support from peers and adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>
<p>Discussing, writing, and/or drawing to formulate a question, record information, and answer a research question, with Assistance.</p>	<p><u>Research to Build and Present Knowledge</u> 8. Continue, with guidance and support from adults, recalling information from experiences or gathering information from provided sources to answer a question.</p>
<p></p>	<p>9. (Begins in grade 4)</p>



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	<p><u>Range of Writing</u> 10. (Begins in grade 3)</p>
<p>Nevada Standard - Speaking and Listening Participating in conversation; participating in group discussions following the turn-taking process; listening to and responding to oral communication.</p>	<p>Common Core - Speaking and Listening Comprehension and Collaboration 1. Move to participating in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> • Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). • Continue a conversation through multiple exchanges.
<p>Participating in group discussions by asking and answering relevant questions.</p>	<p>2. Move to confirming understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>
<p>Asking questions to clarify directions, with assistance.</p>	<p>3. Move to asking and answering questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Using precise language to describe experiences and observations.</p>	<p><u>Presentation of Knowledge and Ideas</u> 4. Move to describing familiar people, places, things, and events and, with prompting and support, providing additional detail.</p>
<p>Drawing or writing about familiar experiences and/or events.</p>	<p>5. Move to adding drawings or other visual displays to descriptions as desired to provide additional detail.</p>
<p>Using precise language to describe feelings and ideas clearly; applying Standard English to communicate ideas, with assistance; and speaking clearly with prosody.</p>	<p>6. Move to speaking audibly and expressing thoughts, feelings, and ideas clearly.</p>



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<p>Nevada Standard - Speaking and Effective Writing Editing for correct use of nouns and verbs; applying standard English to communicate ideas, with assistance.</p>	<p>Common Core - Language Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Move to demonstrating command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • Print many upper- and lowercase letters. • Use frequently occurring nouns and verbs. • Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). • Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). • Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). • Produce and expand complete sentences in shared language activities.
<p><i>Not addressed in Nevada State Standards</i></p>	<ol style="list-style-type: none"> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun <i>I</i>. • Recognize and name end punctuation. • Write a letter or letters for most consonant and short-vowel sounds (phonemes). • Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	<p>Knowledge of Language</p> <ol style="list-style-type: none"> 3. (Begins in grade 2).
<p><i>Not addressed in Nevada State Standards</i></p>	<p>Vocabulary Acquisition and Use</p> <ol style="list-style-type: none"> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ul style="list-style-type: none"> • Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). • Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.



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Comprehending vocabulary using antonyms, with assistance.	5. Move to exploring word relationships and nuances in word meanings with guidance and support. <ul style="list-style-type: none">• Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).• Identify real-life connections between words and their use (e.g., note places at school that are colorful).• Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
<i>Not addressed in Nevada State Standards</i>	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

