

## 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, with assistance.</p>	<p><b>Common Core - Reading Literature</b> <b><u>Key Ideas and Details</u></b></p> <p>1. Move to asking and answering questions about key details in a text.</p>
<p>Using after reading strategies based on text and purpose to orally recall details and orally restate main idea.</p>	<p>2. Move to retelling stories, including key details, and demonstrating understanding of their central message or lesson.</p>
<p>Identifying and describing physical and personality traits; listening for and identifying setting, and sequence of events, with assistance.</p>	<p>3. Move to describing characters, settings, and major events in a story, using key details.</p>
<p>Identifying examples of sensory words, with assistance.</p>	<p><b><u>Craft and Structure</u></b></p> <p>4. Move to identifying words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p>
<p>Identifying first-person point of view, with assistance.</p>	<p>6. Move to identifying who is telling the story at various points in a text.</p>
<p>Listening for and identifying setting and sequence of events, with assistance.</p>	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move toward using illustrations and details in a story to describe its characters, setting, or events.</p>
<p></p>	<p>8. (Not applicable to literature).</p>
<p>Making connections to self, other texts and/or the world, with assistance.</p>	<p>9. Move to comparing and contrasting the adventures and experiences of characters in stories.</p>

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<i>Not addressed in Nevada State Standards</i>	<p><b><u>Range of Reading</u></b></p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<p><b>Nevada Standard - Expository Text</b></p> <p>Using information to answer specific questions, with assistance.</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 about key details in a text.</p>
Identify the topic and describing the sequential order.	2. Move to identifying the main topic and retelling key details of a text.
<i>Not addressed in Nevada State Standards</i>	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Using resources to find and/or confirm meaning of unknown words encountered in text.	<p><b><u>Craft and Structure</u></b></p> <p>4. Move to asking and answering questions to help determine or clarify the meaning of words and phrases in a text.</p>
Identifying the purpose of and gaining information from illustrations, graphs, charts, titles, text boxes, diagrams, headings, and table of contents, with assistance.	5. Move to knowing and using various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<i>Not addressed in Nevada State Standards</i>	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Identifying the purpose of and gaining information from illustrations, with assistance.	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move to using the illustrations and details in a text to describe its key ideas.</p>



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<i>Not addressed in Nevada State Standards</i>	8. Identify the reasons an author gives to support points in a text.
Making connections to self, other texts, and/or the world, with assistance.	9. Move to identifying basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>Not addressed in Nevada State Standards</i>	<b><u>Range of Reading</u></b> 10. With prompting and support, read informational texts appropriately complex for grade 1.
<b>Nevada Standard - Word Analysis</b>  Demonstrating concepts of print.	<b>Common Core - Reading Foundational Skills (K-5)</b> <b><u>Print Concepts</u></b> 1. Move to demonstrating an understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>
Demonstrating phonemic awareness of spoken words through matching, isolating, blending, segmenting, deleting, and substituting.	<b><u>Phonological Awareness</u></b> 2. Move to demonstrating an understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>
Decoding words in text through short and long vowels, and digraphs; decoding words through structural analysis using syllables, with assistance.	<b><u>Phonics and Word Recognition</u></b> 3. Move to knowing and applying grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> </ul>



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	<ul style="list-style-type: none"> <li>• Decode regularly spelled one-syllable words.</li> <li>• Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>• Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>• Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>• Read words with inflectional endings.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
<p>Reading aloud with a focus on prosody, accuracy, automaticity, and reading rate, with assistance.</p>	<p><b><u>Fluency</u></b></p> <p>4. Move to reading with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
<p><b>Nevada Standard - Writing</b></p> <p>Writing an opinion statement, with assistance.</p>	<p><b>Common Core - Writing</b></p> <p><b><u>Text Types and Purposes</u></b></p> <p>1. Move to writing opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>
<p>Writing sentences using a topic sentence generated by the teacher or the student, with assistance.</p>	<p>2. Move to writing informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
<p>Writing sentences about experiences and/or events appropriate to audience and purpose, with assistance.</p>	<p>3. Move to writing narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>



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	<p><b><u>Production and Distribution of Writing</u></b></p> <p>4. (Begins in grade 3)</p>
Revising drafts for relevant details, with assistance.	5. Move to responding to questions and suggestions from peers and adding details to strengthen writing as needed, with guidance and support from adults.
<i>Not addressed in Nevada State Standards</i>	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<i>Not addressed in Nevada State Standards</i>	<p><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>
Writing sentences to answer a research question, with assistance.	8. Move to recalling information from experiences or gathering information from provided sources to answer a question, with guidance and support from adults.
	9. (Begins in grade 4)
	<p><b><u>Range of Writing</u></b></p> <p>10. (Begins in grade 3)</p>
<p><b>Nevada Standard - Speaking and Listening</b></p> <p>Communicating information in small and large groups and asking relevant questions to clarify and gather information.</p>	<p><b><u>Common Core - Speaking and Listening Comprehension and Collaboration</u></b></p> <p>1. Move to participating in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>• Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>• Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>

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Asking relevant questions to clarify and gather information.	2. Move to asking and answering questions about key details in a text read aloud or information presented orally or through other media.
Participating in group discussions following the turn-taking process and asking relevant questions to clarify and gather information.	3. Continue asking and answering questions about what a speaker says in order to gather additional information or clarify something that is not understood.
Using precise language to describe feelings, experiences, observations, and ideas.	<p><b><u>Presentation of Knowledge and Ideas</u></b></p> <p>4. Move to describing people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Drawing or writing about familiar experiences and/or events.	5. Move to adding drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
Applying standard English to communicate ideas, with assistance.	6. Move to producing complete sentences when appropriate to task and situation.
<p><b>Nevada Standard - Speaking and Effective Writing</b></p> <p>Editing for correct use of nouns, verbs, pronouns, and adjectives; applying standard English to communicate ideas, with assistance.</p>	<p><b>Common Core - Language</b></p> <p><b><u>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>• Print all upper- and lowercase letters.</li> <li>• Use common, proper, and possessive nouns.</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>• Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>• Use frequently occurring adjectives.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>• Use determiners (e.g., articles, demonstratives).</li> <li>• Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>• Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
Editing sentences to ensure correct spelling of high frequency words, ending punctuation, commas, and capitalization for first and last names, with assistance.	<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 dates and names of people.</li> <li>• Use end punctuation for sentences.</li> <li>• Use commas in dates and to separate single words in a series.</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>
	<p><b><u>Knowledge of Language</u></b></p> <p>3. (Begins in grade 2)</p>
Comprehending vocabulary using suffixes.	<p><b><u>Vocabulary Acquisition and Use</u></b></p> <p>4. Move to determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array 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>• Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>• Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</li> </ul>

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<i>Not addressed in Nevada State Standards</i>	<p>5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>• Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>• Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>• Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>
<i>Not addressed in Nevada State Standards</i>	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>

