



Nevada Academic Content Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

<p>College and Career Readiness (CCR) Anchor Standard</p>	<p>Standard: RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>
<p>R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p><u>Questions to Focus Learning</u> Why is it important for students to read prose and poetry?</p> <p>Reading appropriately complex poetry and prose develops well rounded readers.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i> With prompting and support:</p> <ul style="list-style-type: none"> I know the difference between prose and poetry. I know authors write their central message or lesson using key details. I know authors describe characters, settings and major events using key details. I know figurative language is used in text to create mood and appeal to the senses. I know different people tell the story at different points (point of view). I know what characters, setting and events are in a story. I know what it means to compare & contrast. <p><i>Reasoning Targets</i> With prompting and support:</p> <ul style="list-style-type: none"> I can read and understand appropriately complex prose and poetry. I can read and understand authors write their central message or lesson using key details in appropriately complex text. I can read and understand authors describe characters, settings and major events using key details in appropriately complex text. I can read and understand figurative language is used to create mood and appeal to the senses in appropriately complex text. I can read and understand different people tell the story at different points (point of view) in appropriately complex text. I can use illustrations and details to describe characters, setting and events in appropriately complex text. I can compare/contrast the experiences of the characters in appropriately complex text.

Vocabulary

characters
compare/contrast
figurative language
key details
prose/poetry
settings

Teacher Tips

[Education Leadership: The Challenge of Challenging Text](#) - This Education Leadership article by Timothy Shanahan, Douglas Fisher, and Nancy Frey is on the topic of challenging text in the Common Core State Standards and how this impacts classroom instruction and planning.

[Teaching Poetry to Teach Reading](#) - Exploring the use of poetry in a classroom

Activities

[Persuade, Inform, and Entertain Sort](#) - This center activity will let students practice identifying author's purpose in short narrative texts.

[Precise Predictions](#) - This center activity will have students making predictions to comprehend text.

[Question Quest](#) - This station activity will have students answering questions in grade level text

[Read and Ask](#) - This center activity will have students answering questions to familiar grade level narrative texts.

Vertical Progression

RL.K.10 - Actively engage in group reading activities with purpose and understanding.

RL.2.10 - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.3.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.5.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

RL.6.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p>RL.7.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL.8.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p>RL.9-10.10 - By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>RL.11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.1.10](#)