

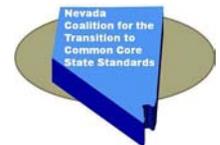
NEVADA STATE STANDARDS

You Are:

COMMON CORE STANDARDS

You Need To:

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| <p>Nevada Standard - Literary Text</p> <p>Analyzing, making inferences and drawing conclusions about plot, setting, character based on evidence.</p> | <p>Common Core - Reading Literature</p> <p><u>Key Ideas and Details</u></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p>Analyzing a theme based on evidence.</p> <p>Summarizing.</p> | <p>2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> |
| <p>Analyzing plot and character development.</p> | <p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) .</p> |
| <p>Determining the meaning of words based on figurative and connotative meanings and evaluating their effect on meaning and tone.</p> | <p><u>Craft and Structure</u></p> <p>4. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone), including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> |
| <p>Analyzing plot development.</p> | <p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) contribute to its overall structure and meaning as well as its aesthetic impact.</p> |
| <p><i>Not addressed in Nevada State Standards.</i></p> | <p>6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> |



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| <i>Not addressed in Nevada State Standards.</i> | <p><u>Integration of Knowledge and Ideas</u></p> <p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry), evaluating how each version interprets the source text (include at least one play by Shakespeare and one play by an American dramatist).</p> |
| | 8. (Not applicable to literature). |
| <i>Not addressed in Nevada State Standards.</i> | 9. Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. |
| Using grade-appropriate literary text to comprehend, interpret, and evaluate authors, cultures, and times. | <p><u>Range of Reading and Level of Text Complexity</u></p> <p>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.</p> <p>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> |
| <p>Nevada Standard - Expository Text</p> <p>Using informational text to make inferences based on evidence.</p> | <p>Common Core - Reading Informational Text</p> <p><u>Key Ideas/Details</u></p> <p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> |
| <p>Describing main idea based on evidence.</p> <p>Summarizing.</p> | 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |



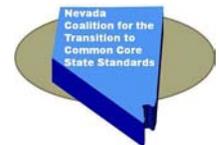
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| <i>Not addressed in the Nevada State Standards.</i> | 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| Determining the meanings of words and phrases as they are used in the text including the figurative and connotative use and explaining how they reveal an author's tone. | <u>Craft and Structure</u> 4. Determine the meanings of words and phrases with an emphasis on technical meanings and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| Evaluating the author's use of organizational structure, and development of an author's argument, viewpoint or perspective. | 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing or engaging. |
| Evaluating the development of an author's viewpoint /perspective in text. | 6. Continue to evaluate and analyze how an author uses rhetoric effectively, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| <i>Not addressed in Nevada State Standards.</i> | <u>Integration of Knowledge and Ideas</u> 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| Evaluating the development of an author's argument and analyzing the accuracy of facts. | 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). |



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| <p><i>Not addressed in Nevada State Standards.</i></p> | <p>9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> |
| <p>Using grade-appropriate expository and persuasive text to comprehend, interpret, and evaluate for specific purposes.</p> | <p><u>Range of Reading and Level of Text Complexity</u></p> <p>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.</p> <p>By the end of grade 12 read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> |
| <p>Nevada Standard - Writing</p> <p>Writing persuasive essays and compositions that include a thesis statement and relevant evidence, following a specific structure and including rhetorical strategies.</p> | <p>Common Core - Writing <u>Text Types and Purposes</u></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <ul style="list-style-type: none"> • Introduce precise knowledgeable claim(s), establishing the significance of the claims from alternate or opposing claims, within an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases. • Use varied syntax to link the major section of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |



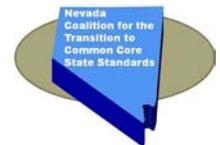
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| | <ul style="list-style-type: none"> Maintain a formal style and objective tone and provide a conclusion that follows from and supports the arguments presented. |
| <p>Writing expository essays and compositions using organizational structures and stylistic devices appropriate to audience and purpose.</p> <p><i>Not addressed in Nevada State Standards</i></p> | <p>2. Write informative/explanatory texts which organize complex ideas that build on each other and develop the topic with sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. Use a formal style, precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Include formatting with headings, graphics and multi-media to aid comprehension.</p> |
| <p>Writing narrative/descriptive multi-paragraph papers about experiences and/or events appropriate to audience and purpose.</p> | <p>3. Write narratives using a formal style, with narrative techniques (e.g., multiple plot lines) and stylistic techniques that build toward a particular tone and outcome to engage and orient the reader showing the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated event.</p> |
| <p>Writing a variety of text using the writing process.</p> | <p><u>Production and Distribution of Writing</u></p> <p>4. Continue using the writing process with an emphasis on the craft of writing.</p> |
| <p>Revising drafts for audience and purpose.</p> | <p>5. Focus on how well purpose and audience have been addressed.</p> |
| <p><i>Not addressed in Nevada State Standards</i></p> | <p>6. Use technology including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> |
| <p>Writing research papers by following specific guidelines.</p> | <p><u>Research to Build and Present Knowledge</u></p> <p>7. Conduct research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate.</p> |



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| | 8. Synthesize credible sources demonstrating understanding of the subject under investigation; all research includes both multiple print and digital. |
| Collecting and recording information. | 9. Draw evidence from literary or informational text to support analysis, reflection, and research applying grades 11-12 th reading standards as needed. |
| <i>Not addressed in Nevada State Standards.</i> | Range of Writing 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. |
| Nevada Standard-Speaking and Listening Listening to and participating in conversations, evaluating and providing constructive feedback, asking relevant and/or clarifying questions and integrating and evaluating information. | Common Core - <u>Comprehension and Collaboration</u> 1. Promote civil, democratic discussions and decision-making, and establish individual roles to engage in a range of collaborative discussions on grades 11th-12 th topics, texts and issues. Draw on research evidence and pose questions that probe reasoning and promote divergent and creative perspectives by synthesizing comments, claims, and evidence made on all sides of an issue and resolving contradictions when possible. |
| <i>Not addressed in Nevada State Standards.</i> | 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source, and noting any discrepancies among the data. |
| Listening to and evaluating the logic of a speaker's argument and listening for and distinguishing fact from opinion. | 3. Listen to and evaluate the logic of a speaker's argument with attention to point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |



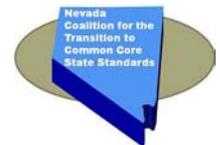
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| Using public speaking techniques to deliver presentations and to communicate information that expresses an opinion or defends a position with evidence while maintaining a clear focus and a logical sequence. | <p><u>Presentation of Knowledge and Ideas</u></p> <p>4. Continue to use public speaking techniques to present information, clearly, concisely, and logically insuring that alternative or opposing perspectives are addressed, and with organization, development, substance, and style that are appropriate to purpose, audience, and a range of formal and informal tasks.</p> |
| Communicating information by illustrating information with media aids. | <p>5. Continue to make strategic use of multi-media components and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> |
| Using precise language and applying Standard English to communicate ideas. | <p>6. Continue to use precise language by adapting speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> |
| <p>Nevada Standard – Effective Writing</p> <p>Editing for correct sentence structure and correct usage of words.</p> | <p>Common Core – Language</p> <p><u>Conventions of Standard English</u></p> <p><i>Note: CCSS have a greater emphasis on the reason for using certain conventions as they apply to reading, writing, speaking and listening.</i></p> <p>1. Demonstrate command of the conventions of Standard English grammar and usage when writing by applying the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>) as needed.</p> |
| Editing for mechanics for correct use of hyphens. | <p>2. Continue to observe hyphenation conventions.</p> |



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| <p><i>Not addressed in Nevada State Standards.</i></p> | <p><u>Knowledge of Language</u></p> <p>3. Understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> |
| <p>Nevada Standard -Word Analysis Comprehending, building, and extending vocabulary using dictionaries, context clues and structural analysis.</p> <p><i>Digital resources not addressed in Nevada State Standards.</i></p> | <p><u>Common Core - Vocabulary Acquisition and Use</u></p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>Reference materials should be both print and digital.</p> |
| <p>Evaluating the use and purpose of figurative language (<i>Nevada Standard – Literary Text</i>).</p> <p>Evaluating the author's use of connotation and denotation in text.</p> | <p>5. Demonstrate an understanding of figurative language and word relationships, and analyze nuances in word meanings with similar denotations and interpret figures of speech (e.g., paradox) in context.</p> |
| <p>Applying knowledge of content specific vocabulary.</p> | <p>6. Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> |

