

## 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 such questions as <i>who, what, when, where, why, and how</i> to demonstrate understanding of key details in a text.</p>
<p>Reading and discussing texts from different cultures and time periods.</p>	<p>2. Move to recounting stories, including fables and folktales from diverse cultures, and determining their central message, lesson, or moral.</p>
<p>Identifying a lesson learned based on a character's actions, with assistance.</p>	<p>3. Move to describing how characters in a story respond to major events and challenges.</p>
<p>Identifying the effects of rhythm and rhyme in text; identifying examples of alliteration, with assistance.</p>	<p><b><u>Craft and Structure</u></b></p> <p>4. Move to describing how words and phrases (e.g., regular beats, alliteration, rhymes, and repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>Identifying setting and sequence of events.</p>	<p>5. Move to describing the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>
<p>Describing a character's physical and personality traits; identifying setting and sequence of events.</p>	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move to using information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</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 two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>

## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

<i>Not addressed in Nevada State Standards</i>	<p><b><u>Range of Reading</u></b></p> <p>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.</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 such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>
Explaining the topic.	2. Move to identifying the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
<i>Not addressed in Nevada State Standards</i>	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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 words and phrases in a text relevant to a grade 2 topic or subject area.</p>
Identifying the purpose of and gaining information from glossaries, headings, bold-faced words, and indices.	5. Move to knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<i>Not addressed in Nevada State Standards</i>	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Identifying the purpose of and/or gaining information from diagrams.	<p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move to explaining how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>



NEVADA STATE STANDARDS  
You Are:

COMMON CORE STANDARDS  
You Need To:

<i>Not addressed in Nevada State Standards</i>	8. Describe how reasons support specific points the author makes in a text.
Making connections to self, other text, and/or the world, with assistance.	9. Move to comparing and contrasting the most important points presented by two texts on the same topic.
<i>Not addressed in Nevada State Standards</i>	<p><b><u>Range of Reading</u></b></p> <p>10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
<b>Nevada Standard - Word Analysis</b>	<p><b>Common Core - Reading Foundational Skills (K-5)</b></p> <p><b><u>Print Concepts and Phonological Awareness</u></b></p> <p>1. (Addressed in K-1)</p> <p>2. (Addressed in K-1)</p>
Decoding words in text through phonics (long vowel spelling patterns) and structural analysis (prefixes and suffixes).	<p><b><u>Phonics and Word Recognition</u></b></p> <p>3. Move to knowing and applying grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>• Know spelling-sound correspondences for additional common vowel teams.</li> <li>• Decode regularly spelled two-syllable words with long vowels.</li> <li>• Decode words with common prefixes and suffixes.</li> <li>• Identify words with inconsistent but common spelling-sound correspondences.</li> <li>• Recognize and read grade-appropriate irregularly spelled words.</li> </ul>
Reading aloud with a focus on prosody, accuracy, automaticity, and reading rate.	<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>

## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

<p><b>Nevada Standard - Writing</b></p> <p>Writing an opinion statement; writing persuasive paragraphs that include supporting evidence, with assistance.</p>	<p><b>Common Core - Writing</b> <b><u>Text Types and Purposes</u></b></p> <p>1. Move to writing opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>
<p>Writing paragraphs which include a topic sentence, supporting details, and a concluding statement, with assistance.</p>	<p>2. Move to writing informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>
<p>Write paragraphs about experiences and/or events appropriate to audience and purpose that include logical sequence, character, and setting, with assistance.</p>	<p>3. Move to writing narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
	<p><b><u>Production and Distribution of Writing</u></b></p> <p>4. (Begins in grade 3).</p>
<p>Revising and editing drafts, with assistance.</p>	<p>5. Move to focusing on a topic and strengthening writing as needed by revising and editing, with guidance and support from adults and peers.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>6. With guidance and support from adults, use 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><b><u>Research to Build and Present Knowledge</u></b></p> <p>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>
<p>Writing sentences that answer a research question.</p>	<p>8. Move to recalling information from experiences or gathering information from provided sources to answer a question.</p>
	<p>9. (Begins in grade 4)</p>
	<p><b><u>Range of Writing</u></b></p> <p>10. (Begins in grade 3)</p>



## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

<p><b>Nevada Standard - Speaking and Listening</b></p> <p>Listening and responding to oral communication; actively listening to a speaker; participating in group discussions following the turn-taking process; and asking relevant questions to clarify and gather information.</p>	<p><b>Common Core – Speaking and Listening Comprehension and Collaboration</b></p> <p>1. Move to participating in collaborative conversations with diverse partners about <i>grade 2 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., 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>• Build on others’ talk in conversations by linking their comments to the remarks of others.</li> <li>• Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
<p>Asking relevant questions to clarify and gather information.</p>	<p>2. Move to recounting or describing key ideas or details from a text read aloud or information presented orally or through other media.</p>
<p>Listening to and responding to oral communication; actively listening to a speaker and asking relevant questions to clarify and gather information.</p>	<p>3. Move to asking and answering questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>
<p>Using precise language to describe an experience and using public speaking techniques to deliver presentations with appropriate volume and purpose.</p>	<p><b>Presentation of Knowledge and Ideas</b></p> <p>4. Move to telling a story or recounting an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p><i>Not addressed in Nevada State Standards</i></p>	<p>5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>

## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

Applying standard English to communicate ideas, with assistance.	6. Move to producing 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> Editing for correct use of nouns, pronouns, verbs, and adjectives; editing sentence structure for complete sentences; applying standard English to communicate ideas.</p>	<p><b>Common Core - Language Conventions of Standard English</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>• Use collective nouns (e.g., <i>group</i>).</li> <li>• Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</li> <li>• Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</li> <li>• Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</li> <li>• Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>• Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</li> </ul>
Editing capitalization for proper nouns; editing punctuation for apostrophes and commas.	<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 holidays, product names, and geographic names.</li> <li>• Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>• Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</li> <li>• Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>
Listening for and identifying the use of formal	<p><b>Knowledge of Language</b></p> <p>3. Move to using knowledge of language and its conventions when writing, speaking,</p>



## NEVADA STATE STANDARDS

You Are:

## COMMON CORE STANDARDS

You Need To:

and informal language; applying standard English to communicate ideas, with assistance.	reading, or listening. <ul style="list-style-type: none"> <li>• Compare formal and informal uses of English.</li> </ul>
Comprehending vocabulary using context clues and structural analysis (prefixes, root words, compound words); using resources to find and/or confirm meaning of unknown words encountered in text, with assistance.	<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 2 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>• Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> <li>• Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> <li>• Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> <li>• Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>
<i>Not addressed in Nevada State Standards</i>	<p>5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</li> <li>• Distinguish shades of meaning among closely related verbs (e.g., <i>to, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</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 adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>

