

<p><b>Nevada Standard - Literary Text</b></p> <p><i><b>You Are:</b></i></p> <p>Not addressed in Nevada standards</p> <p>Describing a theme based on evidence and summarizing information</p> <p>Not addressed in Nevada standards</p> <p>Explaining the use of figurative language</p> <p>Not addressed in Nevada Standards</p> <p>Not addressed in Nevada Standards</p> <p>Identifying words and phrases that reveal tone</p> <p>Describing a theme based on evidence and making connections to self, other text and/or the world.</p> <p>Using reading process skills and strategies to build comprehension</p>	<p><b>Common Core - Reading Literature</b></p> <p><i><b>You Need To:</b></i></p> <p><u>Key Ideas and Details</u></p> <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> <li>2. Move towards determining a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> <li>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</li> </ol> <p><u>Craft and Structure</u></p> <ol style="list-style-type: none"> <li>4. Move towards determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</li> <li>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</li> <li>6. Describe how a narrator's or speaker's point of view influences how events are described.</li> </ol> <p><u>Integration of Knowledge and Ideas</u></p> <ol style="list-style-type: none"> <li>7. Move towards analyzing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</li> <li>8. (Not applicable to Literature)</li> <li>9. Move towards comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</li> </ol> <p><u>Range of Reading</u></p> <ol style="list-style-type: none"> <li>10. Move towards reading and comprehending literature, including stories, dramas, and poetry, at the high end of grades 4-5 text complexity band independently and proficiently, by the end of the year.</li> </ol>
<p><b>Nevada Standard - Expository Text</b></p> <p>Not addressed in Nevada Standards</p>	<p><b>Common Core - Reading Informational Text</b></p> <p><u>Key Ideas/Details</u></p> <ol style="list-style-type: none"> <li>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ol>



<p>Determining important information, main idea, and supporting details and summarizing information Comparing events</p> <p>Applying knowledge of content- specific vocabulary in text to build comprehension Explaining cause and effect, problem and solution, describing chronological order, and comparing events Not addressed in Nevada Standards</p> <p>Using information to answer specific questions</p> <p>Not addressed in Nevada standards</p> <p>Making connections to self, other texts, and/or the world</p> <p>Reading expository and persuasive text to comprehend, interpret, and evaluate for specific purposes</p> <p><b>Nevada Standards - Word Analysis</b></p> <p>Decoding words in text using phonics and structural analysis</p>	<p>2. Move towards determining two or more main ideas of a text and explain how they are supported by key details; move towards summarizing the text.</p> <p>3. Move towards explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b><u>Craft and Structure</u></b></p> <p>4. Move towards determining the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>5. Move towards comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b><u>Integration of Knowledge and Ideas</u></b></p> <p>7. Move towards drawing on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>9. Move towards integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b><u>Range of Reading</u></b></p> <p>10. Move toward reading and comprehending informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently, by the end of the year.</p> <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> <p><b><u>Phonics and Word Recognition</u></b></p> <p>3. Move towards applying grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
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<p>Reading aloud and/or silently with a focus on prosody, accuracy, automaticity, and reading rate; determining the meaning of unknown words and phrases in text using context clues</p> <p><b>Nevada Standards – Writing</b></p> <p>Writing persuasive essays and compositions that include a thesis statement, supporting evidence, and relevant evidence</p> <p>Writing essays and compositions which include a topic sentence, supporting details, a concluding statement, a beginning, middle, and end, a thesis statement, and transitions</p> <p>Writing multiple paragraph papers about experiences and/or events appropriate to audience and purpose that include logical sequence, characters, setting, plot, dialogue, figurative language, and sensory details</p>	<p><u>Fluency</u></p> <ol style="list-style-type: none"> <li>4. Continue reading with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level prose and poetry 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> </li> </ol> <p><b>Common Core - Writing</b></p> <p><u>Text Types and Purposes</u></p> <ol style="list-style-type: none"> <li>1. Move towards writing opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>• Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>• Provide logically ordered reasons that are supported by facts and details.</li> <li>• Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>• Provide a concluding statement or section related to the opinion presented.</li> </ul> </li> <li>2. Move towards writing informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>• Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>• Link ideas within and across categories of information using words, phrases, and clauses (eg., in contrast, especially).</li> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Provide a concluding statement or section related to the information or explanation presented.</li> </ul> </li> <li>3. Move towards writing narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</li> </ol>
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<p>Not addressed in Nevada standards</p> <p>Using prewriting strategies to plan written work, editing and revising drafts</p> <p>Not addressed in Nevada standards</p> <p>Writing research papers by locating and collecting information from primary and secondary sources</p> <p>Writing research papers by locating and collecting information from primary and secondary sources, recording information, paraphrasing and summarizing information, organizing collected information, and documenting sources</p> <p>Writing responses to literary text that demonstrate on understanding of character development and motivation; writing responses that analyze the elements of exposition</p> <p>Not addressed in Nevada standards</p>	<ul style="list-style-type: none"> <li>• Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>• Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>• Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>• Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>• Provide a conclusion that follows from the narrated experiences or events.</li> </ul> <p><u>Production and Distribution of Writing</u></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).</li> <li>5. Move towards developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach with guidance and support from peers and adults.</li> <li>6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li> </ol> <p><u>Research to Build and Present Knowledge</u></p> <ol style="list-style-type: none"> <li>7. Move towards conducting short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li> <li>8. Move towards recalling relevant information from experiences or gather relevant information from print and digital sources; move towards summarizing or paraphrasing information in notes and finished work, and provide a list of sources.</li> <li>9. Move towards drawing evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>• Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</li> <li>• Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul> </li> </ol>
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<p><b>Nevada Standards – Speaking and Listening</b>  Contributing to conversation and discussions about a given topic; responding to questions to clarify and extend ideas; asking relevant questions to clarify information; using precise language to describe experiences, observations, and ideas</p> <p>Listening for and summarizing ideas and supporting details  Listening for and summarizing ideas and supporting details</p> <p>Communicating information by maintaining a clear focus and following a logical sequence; communicating statements that express an opinion; using public speaking techniques to deliver presentations with appropriate prosody and volume</p> <p>Communicating information by illustrating information with media aids</p> <p>Applying standard English to communicate ideas; listening for and identifying the use of formal and informal language, and social and academic language</p>	<p><u>Range of Writing</u></p> <p>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.</p> <p><b>Common Core –Speaking and Listening Comprehension and Collaboration</b></p> <p>1. Move towards engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>• Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>• Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>• Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</li> </ul> <p>2. Move towards summarizing a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Move towards summarizing the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><u>Presentation of Knowledge and Ideas</u></p> <p>4. Move towards reporting on a topic or text or presenting an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly at an understandable pace.</p> <p>5. Move towards including multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Move towards adapting speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
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<p><b>Nevada Standards - Speaking and Effective Writing</b> Applying standard English to communicate ideas</p> <p>Editing for correct use of commas, quotation marks, and spelling</p> <p>Not addressed in Nevada standards</p> <p>Determining the meaning of unknown words and phrases in text using context clues and identifying the purpose of and/or gaining information from glossaries</p>	<p><b>Common Core –Language Conventions of Standard English</b></p> <ol style="list-style-type: none"> <li>1. Move towards demonstrating command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>• Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>• Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</li> <li>• Use verb tense to convey various times, sequences, states, and conditions.</li> <li>• Recognize and correct inappropriate shifts in verb tense.</li> <li>• Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul> </li> <li>2. Move towards demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>• Use punctuation to separate items in a series.</li> <li>• Use a comma to separate an introductory element from the rest of the sentence.</li> <li>• Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>• Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>• Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> </li> </ol> <p><b>Knowledge of Language</b></p> <ol style="list-style-type: none"> <li>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>• Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> <li>• Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul> </li> </ol> <p><b>Vocabulary Acquisition and Use</b></p> <ol style="list-style-type: none"> <li>4. Move towards determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>• Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> </ul> </li> </ol>
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<p>Explaining the meaning of similes in text; explaining the use of hyperbole and personification; identifying imagery in text</p> <p>Not addressed in Nevada standards</p>	<ul style="list-style-type: none"> <li>• Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>• Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> <p>5. Move towards demonstrating an understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>• Interpret figurative language, including similes and metaphors, in context.</li> <li>• Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>• Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>).</p>
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