

NEVADA STATE STANDARDS

You Are:

COMMON CORE STANDARDS

You Need To:

<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.</p>
<p>Analyzing a theme based on evidence.</p> <p>Summarizing.</p>	<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>Analyzing the author's development of characters and evaluating methods of characterization.</p>	<p>3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p>Evaluating the use of figurative language, explaining the differences between the connotative and denotative meanings of words, and evaluating the use of stylistic devices to create tone and mood.</p>	<p><u>Craft and Structure</u></p> <p>4. Determine the meanings of words and phrases, 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).</p>
<p>Analyzing plot development, but without attention to author's choice.</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) create such effects as mystery, tension, or surprise.</p>
<p><i>Not addressed in Nevada State Standards.</i></p>	<p>6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</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 the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>
	<p>8. (Not applicable to literature).</p>
<i>Not addressed in Nevada State Standards.</i>	<p>9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<p>Using grade-appropriate literary text to comprehend, interpret, and evaluate authors, cultures, and times.</p>	<p><u>Range of Reading and Level of Text Complexity</u></p> <p>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.</p> <p>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>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.</p>
<p>Describing main idea based on evidence.</p> <p>Summarizing.</p>	<p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>
<p>Evaluating the author's use of organizational structure.</p>	<p>3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>



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Determining the meanings of words and phrases as they are used in the text including figurative and connotative use and explaining how they reveal an author's tone.	<p><u>Craft and Structure</u></p> <p>4. Determine the meanings of words and phrases with an emphasis on technical meanings and analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>
Evaluating the author's use of organizational structure and analyzing the use of language and the effects of persuasive and/or propaganda techniques.	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text.
Evaluating the development of an author's viewpoint /perspective in text.	6. Continue evaluating the development of the author's viewpoint/perspective and analyze how an author uses rhetoric to advance that point of view or purpose.
<i>Not addressed in Nevada State Standards.</i>	<p><u>Integration of Knowledge and Ideas</u></p> <p>7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>
Evaluating the development of an author's argument and analyzing the accuracy of facts.	8. Continue to delineate and evaluate the argument and specific claims in a text and identify false statements and fallacious reasoning.
<i>Not addressed in Nevada State Standards.</i>	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, The Gettysburg Address, Roosevelt's Four Freedoms Speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.



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Using grade-appropriate expository and persuasive text to comprehend, interpret, and evaluate for specific purposes.	<p><u>Range of Reading and Level of Text Complexity</u></p> <p>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.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 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</p> <p><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 claim(s), distinguishing claim(s) 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 and concerns. • Use words, phrases, and clauses 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. • Maintain a formal style and objective tone and provide a conclusion that follows from and supports the argument presented.
Writing expository essays and compositions using organizational structures and stylistic devices	2. Write informative/explanatory texts using a formal style, and objective tone, precise language, and domain-specific vocabulary. Develop the topic with sufficient facts, extended definitions, concrete details, quotations or other information and



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appropriate to audience and purpose. <i>Not addressed in Nevada State Standards</i>	examples appropriate to the audience's knowledge of the topic using transitions to create cohesion. Include formatting with headings, graphics and multi-media to aid comprehension.
Writing narrative/descriptive multi-paragraph papers about experiences and/or events appropriate to audience and purpose.	3. Write narratives using a formal style and narrative techniques (e.g., multiple plot lines) that engage and orient the reader showing the relationships among experiences and events; provide a conclusion that follows from and reflects on the narrated event.
Writing a variety of text using the writing process.	<u>Production and Distribution of Writing</u> 4. Continue using the writing process with a more defined emphasis on the craft of writing.
Revising drafts for audience and purpose.	5. Focus on how well purpose and audience have been addressed.
<i>Not addressed in Nevada State Standards</i>	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Writing research papers by following specific guidelines.	<u>Research to Build and Present Knowledge</u> 7. Conduct research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate.
	8. Synthesize multiple credible sources on the subject 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 9th-10 th reading standards as needed.



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<i>Not addressed in Nevada State Standard.</i>	<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>Nevada Standard-Speaking and Listening</p> <p>Listening to and participating in conversations, evaluating and providing constructive feedback, asking relevant and/or clarifying questions and integrating and evaluating information.</p>	<p>Common Core - <u>Comprehension and Collaboration</u></p> <p>1. Set rules and define individual roles to engage in a range of collaborative Discussions on grades 9th-10th topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Draw on research evidence and pose questions that propel a thoughtful, well-reasoned exchange of ideas and relate the current discussion to broader themes/ideas while actively incorporating others into the discussion and making new connections in light of the evidence and reasoning presented.</p>
<i>Not addressed in Nevada State Standards.</i>	<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>
<p>Listening to and evaluating the logic of a speaker's argument and listening for and distinguishing fact from opinion.</p>	<p>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, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p>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>	<p><u>Presentation of Knowledge and Ideas</u></p> <p>4. Continue to use public speaking techniques to present information, clearly, concisely, and logically and with organization, development, substance, and style that are appropriate to purpose, audience, and task.</p>



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Communicating information by illustrating information with media aids.	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.
Using precise language and applying Standard English to communicate ideas.	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.
Nevada Standard – Effective Writing	Common Core – Language Conventions of Standard English <i>Note: CCSS have a greater emphasis on the reason for using certain conventions as they apply to reading, writing, speaking and listening</i>
Editing for correct sentence structure and correct usage of words.	1. Demonstrate command of the conventions of standard English grammar and usage emphasizing parallel structure, and including specific types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
Editing for mechanics for correct use of semi-colons, colons, and combining sentences.	2. Include the use of a conjunctive adverb when combining two or more closely related independent clauses.
Revising and editing writing, reading, and listening for a variety of purposes.	Knowledge of Language 3. Demonstrate independence in writing by making effective choices for meaning and style and conforming to a style manual.
Nevada Standard -Word Analysis Comprehending, building, and extending vocabulary using dictionaries, context clues and structural analysis. <i>Digital resources are not addressed in Nevada State Standards.</i>	Common Core - Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content choosing flexibly from a range of strategies. Reference materials should be both print and digital.



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<p>Evaluating the author's use of connotation and denotation in text.</p> <p>Evaluating the use and purpose of figurative language. (<i>Nevada Standard - Literary Text</i>)</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., euphemism, oxymoron) 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>

