





**Correlation of Nevada Academic Content Standards for
English Language Arts to i-Ready Personalized Instruction
Grade K**

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Stories
RL.K.2 With prompting and support, retell familiar stories, including key details.	Retell Stories
RL.K.3 "With prompting and support, identify . . . major events in a story. "	Identify Events
RL.K.3 "With prompting and support, identify . . . settings . . . in a story.	Identify Settings
RL.K.3 With prompting and support, identify characters . . . in a story.	Identify Characters
RL.K.4 . . . [A]nswer questions about unknown words in a text.	Answer Questions About Unknown Words in a Story
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Connect Words and Pictures in a Story
RI.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Key Details
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Find the Main Topic
RI.K.4 With prompting and support . . . answer questions about unknown words in a text.	Answer Questions About Unknown Words in a Text
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Connect Words and Pictures in a Text
RF.K.1d Recognize . . . upper- and lowercase letters of the alphabet.	Recognize Letters Mm, Tt Recognize Letters Ss, Bb

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Recognize Letters Rr, Dd</p> <p>Recognize Letters Oo, Ff</p> <p>Recognize Letters Nn, Aa</p> <p>Recognize Letters Pp, Ii</p> <p>Recognize Letters Hh, Cc</p> <p>Recognize Letters Ll, Gg</p>
<p>RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Letter Learning: Mm and Tt</p> <p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Aa</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Letter Learning: Ii</p> <p>Letter Learning: Gg and Hh</p> <p>Letter Learning: Oo</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Letter Learning: Uu</p> <p>Letter Learning: Yy and Xx</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Letter Learning: Qq and Zz Letter Learning: Ee
RF.K.2a Recognize . . . rhyming words.	Recognize Rhyme Part 1 Recognize Rhyme Part 2 Recognize Rhyme
RF.K.2b . . . [B]lend . . . syllables in spoken words.	Blend Syllables in Compound Words Blend Syllables in Two-Syllable Words
RF.K.2b Count, pronounce, . . . and segment syllables in spoken words.	Break Up Words with Two or More Syllables Break Up Words with Continuous Sounds Break Up Words with Stop Sounds Break Up Words with Beginning Consonant Blends
RF.K.2b Count, pronounce, blend, . . . syllables in spoken words.	Blend Words with Two or More Syllables Blend Words with Continuous Sounds Blend Words with Stop Sounds Blend Words with Long Vowels Blend Words with Beginning Consonant Blends
RF.K.2c . . . [S]egment onsets and rimes of single-syllable spoken words.	Break Up Sound Parts in Words Break Up Words with Long Vowels

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RF.K.2c Blend . . . onsets and rimes of single-syllable spoken words.	Blend Onset and Rime in Single-Syllable Words Blend Sound Parts in Words
RF.K.2d Isolate and pronounce the . . . final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Ending Sounds
RF.K.2d Isolate and pronounce the . . . medial vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Middle Short Vowel Sounds Find and Say Long Vowel Sounds
RF.K.2d Isolate and pronounce the initial . . . vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Vowel Sounds
RF.K.2d Isolate and pronounce the initial, . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Sounds
RF.K.2e . . . [S]ubstitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words Substitute Middle Vowel Sounds to Make Words
RF.K.2e Add . . . individual sounds (phonemes) in simple, one-syllable words to make new words.	Add Beginning Sounds to Make Words Add Final Sounds to Make Words

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p>	<p>Letter Learning: Mm and Tt</p> <p>Letter Learning: Ss, Rr, and Dd</p> <p>Letter Learning: Ff, Nn, and Pp</p> <p>Letter Learning: Ll, Cc, Bb</p> <p>Letter Learning: Gg and Hh</p> <p>Ending -s</p> <p>Letter Learning: Kk and Vv</p> <p>Letter Learning: Jj and Ww</p> <p>Letter Learning: Yy and Xx</p> <p>Ending Consonants ck</p> <p>Letter Learning: Qq and Zz</p> <p>Doublets</p> <p>Beginning Blends with r, l</p> <p>Beginning Blends with l</p> <p>Beginning Blends with r</p> <p>Beginning Blends with s, w</p>
<p>RF.K.3b Associate the . . . short sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Letter Learning: Aa</p> <p>Read Words with Short a</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Letter Learning: Ii</p> <p>Read Words with Short i</p> <p>Letter Learning: Oo</p> <p>Read Words with Short o</p> <p>Letter Learning: Uu</p> <p>Read Words with Short u</p> <p>Letter Learning: Ee</p> <p>Read Words with Short e</p> <p>Short a Words</p> <p>Short i Words</p> <p>Short o Words</p> <p>Short u Words</p> <p>Short e Words</p>
<p>RF.K.3b Associate the long . . . sounds with common spellings (graphemes) for the five major vowels.</p>	<p>Long Vowel Sounds</p> <p>Long a with Sneaky e</p> <p>Long i with Sneaky e</p> <p>Long o with Sneaky e</p> <p>Sounds for u with Sneaky e</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Long e with ee or Sneaky e
RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	High-Frequency Words: Lesson 0 High-Frequency Words: Lesson 1 High-Frequency Words: Lesson 2 High-Frequency Words: Lesson 3 High-Frequency Words: Lesson 4 High-Frequency Words: Lesson 5 High-Frequency Words: Lesson 6 High-Frequency Words: Lesson 7 High-Frequency Words: Lesson 8 High-Frequency Words: Lesson 9 High-Frequency Words: Lesson 10 High-Frequency Words: Lesson 11 High-Frequency Words: Lesson 12 High-Frequency Words: Lesson 13
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Read Words with Short a* Word Patterns _an, _ap, _at Read Words with Short i* Word Patterns _im, _ip, _it

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Read Words with Short o*</p> <p>Word Patterns _og, _op, _ot</p> <p>Read Words with Short u*</p> <p>Read Words with Short e*</p> <p>Word Patterns _en, _et, _ug</p>
<p>L.K.4 Determine . . . the meaning of unknown . . . words . . . based on kindergarten reading and content.</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 5</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 9</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 14</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>
<p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p>	<p>Working with Words: 11</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
L.K.5 . . . [E]xplore word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p>
<p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 15</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 16</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>
<p>L.K.5b Demonstrate understanding of frequently occurring verbs . . . by relating them to their opposites (antonyms).</p>	<p>Working with Words: 3</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 16</p> <p>Working with Words: 24</p>
<p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>Working with Words: 4</p> <p>Working with Words: 11</p> <p>Working with Words: 15</p> <p>Working with Words: 19</p>


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 1

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.1.1 . . . Answer questions about key details in a text.	Answer Questions About Stories
RL.1.2 . . . [D]emonstrate understanding of their central message or lesson.	Understand the Central Message
RL.1.2 Retell stories, including key details . . .	Retell Stories
RL.1.3 Describe . . . major events in a story, using key details.	Describe Events
RL.1.3 Describe . . . settings . . . in a story, using key details.	Describe Settings
RL.1.3 Describe characters . . . in a story, using key details.	Describe Characters
RL.1.4 Identify words and phrases in . . . poems that . . . appeal to the senses.	Identify Sensory Words in Poems
RL.1.4 Identify words and phrases in stories . . . that suggest feelings . . .	Identify Feeling Words in Stories
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Connect Words and Pictures in a Story
RI.1.1 . . . Answer questions about key details in a text.	Answer Questions About Key Details
RI.1.2 Identify the main topic and retell key details of a text.	Find the Main Topic
RI.1.3 Describe the connection between two . . . events . . . in a text.	Describe Connections Between Events
RI.1.3 Describe the connection between two . . . ideas or pieces of information in a text.	Describe Connections Between Ideas
RI.1.4 . . . [A]nswer questions to help determine or clarify the meaning of words and phrases in a text.	Find Word Meanings

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.1.5 Know and use various text features (e.g., headings, tables of content, glossaries, . . .) to locate key facts or information in a text.	Use Text Features, Part 1
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Gather Information from Words and Pictures
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Use Words and Pictures in a Text
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	Compare Short and Long Vowel Sounds
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) . . .	Blend Words with Beginning Digraphs Blend Words with Final Digraphs Blend Words with Final Consonant Blends
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Blend Words with Beginning Consonant Blends Blend Words with Digraphs, Trigraphs, Blends
RF.1.2c Isolate and pronounce . . . final sounds (phonemes) in spoken single-syllable words.	Say Final Digraph and Consonant Blends
RF.1.2c Isolate and pronounce . . . vowel . . . sounds (phonemes) in spoken single-syllable words.	Say Short and Long Vowel Sounds in Words
RF.1.2c Isolate and pronounce initial . . . sounds (phonemes) in spoken single-syllable words.	Say Beginning Digraphs and Consonant Blends
RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Break Up Words with Beginning Digraphs

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Break Up Words with Beginning Consonant Blends Break Up Words with Final Digraphs Break Up Words with Final Consonant Blends Break Up Words with Digraphs, Trigraphs, Blends
RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	Digraphs sh, th, wh Digraphs tch, ch Final Consonants ng, nk Silent Letters kn, mb, wr* Digraphs ch, tch, ph
RF.1.3b Decode regularly spelled one-syllable words.	Long Vowels Digraphs sh, th, wh Digraphs tch, ch Final Consonants ng, nk End Blends with s Endings -ed, -ing* Long a Spelled ai, ay Long o: oa, ow, oe

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Long e Spelled ea, y</p> <p>Soft Sound for c</p> <p>Soft Sound for g</p> <p>Long i Spelled y, igh</p> <p>Endings -es, -ed: Changes to the Base Word*</p> <p>Read Words with the Spelling oo</p> <p>Bossy-r Vowel ar</p> <p>Bossy-r Vowels or, ore</p> <p>Bossy-r Vowels er, ir, ur</p> <p>The Sound /ou/ Spelled ou, ow</p> <p>Vowel Sounds in new and few: ew, ue</p> <p>Vowel Sound in soup: ou, ui</p> <p>Vowel Sound in boy: oi, oy</p> <p>The Sound /ô/ Spelled au, aw</p> <p>Digraphs ch, tch, ph</p> <p>End Blends with l, m, n</p> <p>Word Patterns _ind, _ild</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Word Patterns _old, _oll, _olt, _ost</p> <p>Long a: ai, ay</p> <p>Long e: ea, y, ey</p> <p>Long i: ie, igh, y</p> <p>Two Sounds for oo</p> <p>Vowel Sound in out: ou, ow</p> <p>Vowel Sound in saw: au, aw</p> <p>Triple Blends and Digraphs</p> <p>Vowel Sound in water and talk: a, al</p> <p>Two More Sounds for ea</p>
<p>RF.1.3c Know . . . common vowel team conventions for representing long vowel sounds.</p>	<p>Long a Spelled ai, ay</p> <p>Long e Spelled ea, y</p> <p>Long i Spelled y, igh</p> <p>Read Words with the Spelling oo</p>
<p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p>	<p>Long Vowels</p> <p>Long o: oa, ow, oe</p> <p>Vowel Team Syllables</p> <p>Long a: ai, ay</p> <p>Long e: ea, y, ey</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Long i: ie, igh, y
RF.1.3d Use knowledge that every syllable must have a vowel sound . . .	Closed Syllables Open Syllables Sneaky-e Syllables
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Vowel Team Syllables
RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	Closed Syllables Open Syllables Sneaky-e Syllables Long e Spelled ea, y* Long i Spelled y, igh* Endings -es, -ed: Changes to the Base Word* Prefix un- Bossy-r Syllables Prefix re- The Sound /ou/ Spelled ou, ow* Suffix -ly* Suffix -er*

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>The Sound /ô/ Spelled au, aw*</p> <p>Suffix -ful*</p> <p>Suffix -y*</p> <p>Read Two-Syllable Words That Divide Between Two Consonants</p> <p>Read Two-Syllable Words with Final Syllable with le</p> <p>Dividing Between Two Consonants</p> <p>Syllables with le</p> <p>Dividing Between Three Consonants</p> <p>Dividing Around One Consonant</p>
<p>RF.1.3f Read words with inflectional endings.</p>	<p>Ending -es</p> <p>Endings -ed, -ing</p> <p>Doubling and Dropping with Endings -ed, -ing</p> <p>Endings -es, -ed: Changes to the Base Word</p> <p>Endings -er, -est</p> <p>Changing y to i with Endings -es, -ed</p>
<p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p>	<p>High-Frequency Words: Lesson 14</p> <p>High-Frequency Words: Lesson 15</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>High-Frequency Words: Lesson 16</p> <p>High-Frequency Words: Lesson 17</p> <p>High-Frequency Words: Lesson 18</p> <p>High-Frequency Words: Lesson 19</p> <p>High-Frequency Words: Lesson 20</p> <p>High-Frequency Words: Lesson 21</p> <p>High-Frequency Words: Lesson 22</p> <p>High-Frequency Words: Lesson 23</p> <p>High-Frequency Words: Lesson 24</p> <p>High-Frequency Words: Lesson 25</p> <p>High-Frequency Words: Lesson 26</p> <p>High-Frequency Words: Lesson 27</p> <p>High-Frequency Words: Lesson 28</p> <p>High-Frequency Words: Lesson 29</p>
<p>L.1.4 Determine . . . the meaning of unknown . . . words . . . based on grade 1 reading and content, choosing flexibly from an array of strategies.</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 5</p> <p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 9</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p>

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Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Working with Words: 23 Working with Words: 24
L.1.5 . . . [De]monstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 1 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>
<p>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p>	<p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 11</p> <p>Working with Words: 15</p>

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Stories Ask and Answer Questions About Stories
RL.2.2 . . . Determine . . . [a story's] central message, lesson, or moral.	Close Reading: Determine the Central Message Determine the Central Message of a Story
RL.2.2 . . . [D]etermine . . . [a story's] central message, lesson, or moral.	Determine the Central Message
RL.2.2 Recount stories, including fables and folktales from diverse cultures . . .	Close Reading: Recount Stories Recount Stories Recount Story Events
RL.2.3 Describe how characters in a story respond to major events and challenges.	Close Reading: Describe How Characters Act Describe How Characters Act Recount Story Events* Understand Characters
RL.2.4 Describe how words and phrases (e.g., . . . alliteration . . . repeated lines) supply . . . meaning in a story . . .	Describe Sound and Meaning in Stories
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a . . . poem . . .	Close Reading: Describe Rhythm and Meaning in Poems
RL.2.4 Describe how words and phrases . . . (e.g., . . . alliteration, rhymes, repeated lines) supply rhythm and meaning in a story . . .	Close Reading: Describe Sound and Meaning in Stories

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Close Reading: Describe Parts of a Story Describe Parts of a Story Recount Story Events*
RL.2.6 Acknowledge differences in the points of view of characters	Close Reading: Identify Points of View
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish Points of View in a Story
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Connect Words and Pictures
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Close Reading: Compare and Contrast Stories
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Key Details Ask and Answer Questions About Key Details Ask Questions About Key Ideas
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	Close Reading: Find the Main Topic Find the Main Topic
RI.2.3 Describe the connection between . . . scientific ideas or concepts . . . in a text.	Close Reading: Describe Connections Between Scientific Ideas
RI.2.3 Describe the connection between . . . steps in technical procedures in a text.	Close Reading: Describe Connections Between Steps

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Describe Connections Between Steps
RI.2.3 Describe the connection between a series of historical events . . . in a text.	Close Reading: Describe Connections Between Historical Events Describe Connections Between Historical Events
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe Relationships in Scientific Texts
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Close Reading: Determine Word Meanings Determine Word Meanings
RI.2.5 Know and use various text features (e.g., . . . glossaries, . . . , electronic menus, icons) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 2
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings . . .) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 1 Use Text Features, Part 1
RI.2.5 Know and use various text features . . . to locate key facts or information in a text efficiently.	Close Reading: Text Features
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Close Reading: Identify Author's Purpose Identify Author's Purpose
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Close Reading: Explain How Images Support Text Explain How Images Support Text Close Reading: Connect Words and Pictures in Informational Text

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.2.8 Describe how reasons support specific points the author makes in a text.	Close Reading: Describe How Authors Use Reasons to Support Ideas
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Close Reading: Compare and Contrast Two Texts
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u Long and Short Vowels: e
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	Bossy-r Vowels: air, are, ear* Bossy-r Vowels: ear, eer* Sounds for igh, eigh Bossy-r Vowels: oar, our, oor* Vowel Sound in saw: a, au, augh, aw, o
RF.2.3c Decode regularly spelled two-syllable words with long vowels.	Dividing Around One Consonant Vowel Variations in Initial Syllables Read Two-Syllable Words with VCe Syllables Vowel Variations in Final Syllables Syllables -tion, -sion, -ion*

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	VCe Syllables Dividing Between Two or Three Consonants Vowel Team Syllables Bossy-r Syllables Final Syllable -ture More Vowel Team Syllables
RF.2.3d Decode words with common . . . suffixes.	Read Words with the Suffixes -less, -ness Read Words with the Suffix -en Suffixes -less, -ness
RF.2.3d Decode words with common prefixes . . .	Prefix pre- Read Words with the Prefixes mis-, dis- Prefixes mis-, dis-
RF.2.3d Decode words with common prefixes and suffixes.	Suffixes -er, -or* Suffix -en
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	Vowel Sounds for y Vowel Sound in good: oo, u, ou Read Words with the Spelling ow Sounds for ou Silent Letters

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Sounds for ow</p> <p>Sounds for ie</p> <p>Sounds for ey</p> <p>Sounds for ough</p>
<p>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p>	<p>High-Frequency Words: Lesson 30</p> <p>High-Frequency Words: Lesson 31</p> <p>High-Frequency Words: Lesson 32</p> <p>High-Frequency Words: Lesson 33</p> <p>High-Frequency Words: Lesson 34</p> <p>High-Frequency Words: Lesson 35</p> <p>High-Frequency Words: Lesson 36</p> <p>High-Frequency Words: Lesson 37</p> <p>High-Frequency Words: Lesson 38</p>
<p>L.2.4 Determine . . . the meaning of unknown . . . words . . . based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>Working with Words: 1</p> <p>Working with Words: 2</p> <p>Working with Words: 3</p> <p>Working with Words: 4</p> <p>Working with Words: 5</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 6</p> <p>Working with Words: 7</p> <p>Working with Words: 8</p> <p>Working with Words: 9</p> <p>Working with Words: 10</p> <p>Working with Words: 11</p> <p>Working with Words: 12</p> <p>Working with Words: 13</p> <p>Working with Words: 14</p> <p>Working with Words: 15</p> <p>Working with Words: 16</p> <p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Working with Words: 24
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	Understand Literal and Nonliteral Meanings*
L.2.5 Demonstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 2 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Working with Words: 17</p> <p>Working with Words: 18</p> <p>Working with Words: 19</p> <p>Working with Words: 20</p> <p>Working with Words: 21</p> <p>Working with Words: 22</p> <p>Working with Words: 23</p> <p>Working with Words: 24</p>

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 3

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Stories Ask Questions About Stories
RL.3.2 . . . determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Close Reading: Determining the Central Message
RL.3.2 . . . Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the Central Message of a Story Identifying the Theme of a Story
RL.3.2 . . . [D]etermine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the Central Message of a Folktale
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures . . .	Close Reading: Recounting Stories Recount Story Events
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Close Reading: Describing Characters Recount Story Events* Understand Characters Making Inferences about Literature
RL.3.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
RL.3.4 Determine the meaning of words and phrases as they are used in a text,	Close Reading: Words in Context Understand Literal and Nonliteral Meanings

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
distinguishing literal from nonliteral language.	
RL.3.5 Refer to parts of . . . poems when writing or speaking about a text, using terms such as . . . stanza; describe how each successive part builds on earlier sections.	Close Reading: What Are Poems Made Of? Parts of Poems
RL.3.5 Refer to parts of . . .dramas . . . when writing or speaking about a text, using terms such as . . . scene . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Plays Made Of? Parts of Plays
RL.3.5 Refer to parts of stories. . . . when writing or speaking about a text, using terms such as chapter . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Stories Made Of?
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Close Reading: Points of View About a Story Distinguish Points of View on a Topic Distinguish Points of View in a Story
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Connecting Words and Pictures in Stories
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Close Reading: Comparing/Contrasting Stories Comparing and Contrasting Stories
RI.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Understanding Technical and Scientific Texts

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Evaluating Arguments in Informational Text
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Key Ideas Ask Questions About Key Ideas Ask Questions about Key Ideas in an Informational Text
RI.3.2 . . . recount the key details and explain how they support the main idea.	Close Reading: Recounting Key Details
RI.3.2 . . . [R]ecount the key details and explain how they support the main idea.	Recount Key Details
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Close Reading: Finding Main Ideas and Details Find Main Ideas and Details in an Informational Text
RI.3.3 Describe the relationship between a series of . . . scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.	Close Reading: Describing Cause and Effect
RI.3.3 Describe the relationship between a series of . . . steps in technical procedures in a text, using language that pertains to . . . sequence, . . .	Understand Technical Texts
RI.3.3 Describe the relationship between a series of historical events . . . in a text, using language that pertains to time [and] sequence . . .	Close Reading: Reading About Time and Sequence Understanding Historical Texts
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in	Describe Relationships in Scientific Texts Understanding Technical and Scientific Texts

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
a text, using language that pertains to time, sequence, and cause/effect.	
RI.3.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 3 topic or subject area.	Determine Word Meanings Using Context Clues 2
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Close Reading: Unfamiliar Words Word Meaning
RI.3.5 Use text features . . . (e.g., key words, sidebars, . . .) to locate information relevant to a given topic efficiently.	Close Reading: Text Features
RI.3.5 Use text features . . . (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text Features
RI.3.6 Distinguish their own point of view from that of the author of a text.	Close Reading: Author's Point of View Distinguish Points of View on a Topic Analyzing Accounts of the Same Topic*
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . cause/effect, first/second/third in a sequence).	Close Reading: Making Connections Between Sentences and Paragraphs
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . first/second/third in a sequence).	How Sentences and Paragraphs Connect

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison . . .).	Close Reading: Describing Comparisons Understand How Comparisons are Made
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Close Reading: Comparing and Contrasting Two Texts Comparing and Contrasting Two Texts Analyzing Accounts of the Same Topic
RF.3.3a Identify . . . the most common prefixes . . .	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non-
RF.3.3a Identify . . . the most common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful Reading Multisyllabic Words with Suffixes -ous, -able
RF.3.3b Decode words with common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful
RF.3.3b Decode words with common Latin suffixes.	Reading Multisyllabic Words with Suffixes -ous, -able Reading Multisyllabic Words with Suffixes -ment, -ness Reading Multisyllabic Words with Suffixes -er, -or Reading Multisyllabic Words with Two Suffixes
RF.3.3c Decode multisyllable words.	Reading Multisyllabic Words with Prefixes in-, im-

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Reading Multisyllabic Words with Prefixes dis-, mis-, non-</p> <p>Reading Multisyllabic Words That Divide Between Consonants</p> <p>Reading Multisyllabic Words with Medial Vowels</p> <p>Reading Multisyllabic Words That Divide Between Two Vowels</p> <p>Reading Multisyllabic Words with a Prefix and a Suffix</p> <p>Reading Multisyllabic Words That Divide Between a Vowel and a Consonant</p>
<p>RF.3.3d Read grade-appropriate irregularly spelled words.</p>	<p>Sounds for ch</p> <p>Silent Letters</p> <p>Sounds for ear</p>
<p>L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Close Reading: Unfamiliar Words</p> <p>Understand Literal and Nonliteral Meanings*</p> <p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p>

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Context Clues 4
<p>L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>	<p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
<p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p>	<p>Determine Word Meanings Using Roots bio and geo</p>


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
<p>L.3.4d Use glossaries . . . to determine or clarify the precise meaning of key words and phrases.</p>	<p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>
<p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Understand Literal and Nonliteral Meanings</p>

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
<p>L.3.6 Acquire and use accurately grade-appropriate . . . general academic . . . words and phrases . . .</p>	<p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Known Words and Prefixes pre- and mis-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ful and -less</p> <p>Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous</p> <p>Determine the Meanings of Related Words in a Word Family: define and purpose</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Known Words and Prefixes in-/im- and mid-</p> <p>Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-</p> <p>Determine Word Meanings Using Known Words and Suffixes -ment and -able</p> <p>Determine the Meanings of Related Words in a Word Family: place and agree</p> <p>Determine Word Meanings Using Context Clues 4</p>

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness</p> <p>Determine Word Meanings Using Roots bio and geo</p> <p>Determine the Meanings of Related Words in a Word Family: vary and consider</p>

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.4.1 Refer to details and examples in a text when . . . drawing inferences from the text.	Close Reading: Supporting Inferences About Literary Texts Making Inferences about Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Close Reading: Describing Settings and Events in Stories
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Describing Characters in Plays
RL.4.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts Identifying Theme Summarizing a Story
RL.4.2 . . . [S]ummarize the text.	Summarizing Literary Text
RL.4.2 Determine a theme of a . . . poem from details in the text . . .	Close Reading: Determining the Theme of a Poem Theme of a Poem
RL.4.2 Determine a theme of a story . . . from details in the text . . .	Close Reading: Determining the Theme of a Story Identifying the Theme of a Story
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Explaining the Structure of a Poem*
RL.4.3 Describe in depth a . . . setting or event in a story . . . , drawing on specific details in the text . . .	Close Reading: Describing Settings and Events in Stories Describing Settings and Events

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.4.3 Describe in depth a character . . . in a . . . drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).	Close Reading: Describing Characters in Plays
RL.4.3 Describe in depth a character . . . in a story . . . , drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describing Characters Comparing and Contrasting Characters
RL.4.3 Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Making Inferences about Literature
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Identifying Theme* Summarizing a Story*
RL.4.4 Determine the meaning of words and phrases . . . that allude to significant characters found in mythology (e.g., Herculean).	Understanding Allusions to Myths
RL.4.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 5
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Close Reading: Understanding Vocabulary in Literary Texts
RL.4.5 "Explain major differences between poems, . . . and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Comparing Poems and Prose

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.4.5 . . . Refer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Close Reading: Elements of Plays
RL.4.5 . . . Refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Close Reading: Elements of Poetry
RL.4.5 . . . [R]efer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Elements of Plays
RL.4.5 . . . [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Elements of Poetry
RL.4.5 Explain major differences between poems, drama, and prose, . . . when writing or speaking about a text.	Close Reading: Comparing Poems, Plays, and Prose
RL.4.5 [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . .	Explaining the Structure of a Poem
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Close Reading: Comparing Points of View
RL.4.7 Make connections between the text of a . . . drama and [an] . . . oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Close Reading: Connecting Presentations of a Text
RL.4.9 Compare and contrast the treatment of . . . patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Comparing Patterns of Events

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Close Reading: Comparing Topics and Themes in Stories Identifying the Theme of a Story* Comparing Story Topics and Themes
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Main Ideas and Details
RI.4.2 . . . summarize the text.	Close Reading: Summarizing Informational Texts
RI.4.2 . . . [S]ummarize the text.	Summarizing Informational Text
RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . .	Close Reading: Finding Main Ideas and Details Understanding Supporting Evidence
RI.4.3 Explain . . . procedures, ideas, or concepts in a . . . technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Technical Texts
RI.4.3 Explain events . . . [or] ideas . . . in a historical . . . text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Historical Texts

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.4.3 Explain events, procedures, ideas, or concepts in a . . . scientific, or technical text, including what happened and why . . .	Understanding Scientific Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, . . . text, including what happened and why, based on specific information in the text.	Understanding Historical Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Scientific Texts Understanding Technical and Scientific Texts Explaining Relationships in Informational Texts*
RI.4.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 4 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Close Reading: Unfamiliar Words Determine Word Meaning
RI.4.5 Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures, Part 1
RI.4.5 Describe the overall structure (e.g., chronology, . . . problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Close Reading: Comparing Accounts of the Same Topic Analyzing Accounts of the Same Topic
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines . . .) and explain how the information contributes to an understanding of the text in which it appears.	Interpreting Visual Information
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Close Reading: Interpreting Visual Information
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Close Reading: Explaining an Author's Reasons and Evidence Evaluating Arguments in Informational Text Evaluating Arguments in an Informational Text
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Close Reading: Integrating Information from Two Sources Analyzing Accounts of the Same Topic* Integrating Information
L.4.4a Use context (e.g. . . . examples, or restatements in text) as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 3

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words
L.4.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Context Clues 5
L.4.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect
L.4.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .	Determine Word Meanings Using Prefixes over- and under- Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine the Meanings of Related Words in a Word Family: create and inform

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Prefixes il-/ir- and fore-</p> <p>Determine the Meanings of Related Words in a Word Family: distinct and depend</p>
<p>L.4.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Determine Word Meanings Using Prefixes over- and under-</p> <p>Determine Word Meanings Using Roots port and struct</p> <p>Determine the Meanings of Related Words in a Word Family: identify and attach</p> <p>Determine Word Meanings Using Prefixes trans- and de-</p> <p>Determine Word Meanings Using Suffixes -ive and -age</p> <p>Determine Word Meanings Using Roots aud and spect</p> <p>Determine the Meanings of Related Words in a Word Family: create and inform</p> <p>Determine Word Meanings Using Prefixes il-/ir- and fore-</p> <p>Determine the Meanings of Related Words in a Word Family: distinct and depend</p>
<p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Determine Word Meanings Using Context Clues 1*</p> <p>Determine Word Meanings Using Context Clues 2*</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Context Clues 4*</p> <p>Determine Word Meanings Using Context Clues 5*</p>
<p>L.4.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .</p>	<p>Determine Word Meanings Using Context Clues 1</p> <p>Determine Word Meanings Using Prefixes over- and under-</p> <p>Determine Word Meanings Using Roots port and struct</p> <p>Determine the Meanings of Related Words in a Word Family: identify and attach</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Prefixes trans- and de-</p> <p>Determine Word Meanings Using Suffixes -ive and -age</p> <p>Determine Word Meanings Using Roots aud and spect</p> <p>Determine the Meanings of Related Words in a Word Family: create and inform</p>

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 4 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Prefixes il-/ir- and fore-</p> <p>Determine Word Meanings Using Context Clues 5</p> <p>Determine the Meanings of Related Words in a Word Family: distinct and depend</p>


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 5

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Inferences About Literary Text
RL.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Comparing and Contrasting Settings and Events Summarizing Literature
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Comparing and Contrasting Characters in Drama Using Details to Support Inferences in a Literary Text Inferences About Literary Text
RL.5.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts Summarizing a Story Summarizing Literature
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic . . .	Close Reading: Finding the Theme of a Poem
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic; summarize the text.	Theme of a Poem
RL.5.2 Determine a theme of a story . . . from details in the text, including how characters in a story . . . respond to challenges . . .	Close Reading: Finding the Theme of a Story Theme of a Story
RL.5.2 Determine a theme of a story . . . or poem from details in the text, including how characters in a story or drama respond	Identifying Theme

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
to challenges or how the speaker in a poem reflects upon a topic . . .	
RL.5.2 Determine 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 . . .	Identifying Theme in Literature
RL.5.2 Determine 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.	Explaining the Structure of a Poem* Comparing and Contrasting Literary Texts*
RL.5.3 Compare and contrast two or more . . . settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more . . . settings, or events in a story . . . , drawing on specific details in the text . . .	Close Reading: Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more characters . . . in a . . . drama, drawing on specific details in the text (e.g., how characters interact).	Close Reading: Comparing and Contrasting Characters in Drama
RL.5.3 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).	Comparing and Contrasting Characters Summarizing Literature* Comparing and Contrasting Literary Texts*
RL.5.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Close Reading: Language and Meaning Figurative Language Understanding Figurative Language Determine the Meaning of Figurative Language Examining Figurative Language in Literature
RL.5.5 Explain how a series of . . . scenes . . . fits together to provide the overall structure of a particular . . . drama . . .	Close Reading: Understanding Structure in Drama Structure in Drama
RL.5.5 Explain how a series of . . . stanzas fits together to provide the overall structure of a particular . . . poem.	Close Reading: Understanding Structure in Poetry Explaining the Structure of a Poem
RL.5.5 Explain how a series of chapters . . . fits together to provide the overall structure of a particular story . . .	Close Reading: Understanding Structure in Stories
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Exploring Point of View in Literature
RL.5.7 Analyze how visual . . . elements contribute to the meaning [or] tone . . . of a text (e.g., graphic novel, . . .).	Close Reading: Analyzing Visual Elements in Literary Texts
RL.5.7 Analyze 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).	Comparing and Contrasting Literature in Print to Multimedia Versions*

*This lesson is related to the aligned standard

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Close Reading: Compare and Contrast Stories in the Same Genre Comparing and Contrasting Stories in the Same Genre Summarizing Literature* Comparing and Contrasting Literary Texts*
RI.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Using Details to Support Inferences
RI.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Finding Main Ideas and Details Using Details to Explain Ideas in an Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Summarizing Informational Texts Inferences about Informational Text Determining Central Idea of Informational Text
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; . . .	Close Reading: Finding Main Ideas and Details Understanding Supporting Evidence
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Close Reading: Summarizing Informational Texts Main Ideas and Details Summarizing Informational Texts

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Determining Central Idea of Informational Text*
RI.5.3 Explain the relationships . . . between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Close Reading: Exploring Relationships in Historical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . scientific . . . text based on specific information in the text.	Understanding Scientific Texts, Part 1 Understanding Scientific Texts, Part 2
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . technical text based on specific information in the text.	Understanding Technical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Explaining Relationships in Informational Texts Understanding Historical Texts
RI.5.3 Explain 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.	Close Reading: Explaining Relationships in Scientific and Technical Texts
RI.5.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 5 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Unfamiliar Words

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.5.5 Compare and contrast the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in two or more texts.	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Comparing Text Structures, Part 2
RI.5.5 Compare and contrast the overall structure (e.g., chronology . . . problem/solution) of events, ideas, concepts, or information in two or more texts.	Close Reading: Text Structures: Chronology and Problem-Solution Comparing Text Structures, Part 1
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Comparing and Contrasting an Autobiography to a Biography Analyzing How Science Texts Are Organized*
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Close Reading: Analyzing Accounts of the Same Topic Analyzing Accounts of the Same Topic Determining Point of View and Purpose in Informational Text* Comparing and Contrasting an Autobiography to a Biography
RI.5.7 Draw 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.	Close Reading: Finding Information from Multiple Sources Using Information from Different Media Sources to Investigate a Topic
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Close Reading: Understand Supporting Evidence Understanding Supporting Evidence Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Evaluating Arguments in Informational Text*
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Determining Central Idea of Informational Text* Comparing and Contrasting an Autobiography to a Biography* Using Information from Different Media Sources to Investigate a Topic*
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Unfamiliar Words
L.5.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
L.5.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots scrib/scrip and phon Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots dict and mit/miss

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
<p>L.5.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .</p>	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<p>Determining Word Meaning Using Greek and Latin Roots and Affixes</p>
<p>L.5.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p> <p>Determine the Meanings of Related Words in a Word Family: achieve and rely</p>
<p>L.5.4c 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.</p>	<p>Using Print and Digital Reference Guides to Determine Word Meanings</p>
<p>L.5.5a Interpret figurative language, including similes and metaphors, in context.</p>	<p>Determine the Meaning of Figurative Language</p>
<p>L.5.5b . . . [E]xplain the meanings of common idioms . . .</p>	<p>Determine Word Meanings Using Context Clues 3</p>
<p>L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>Determine Word Meanings Using Context Clues 1*</p> <p>Determine Word Meanings Using Context Clues 2*</p>
<p>L.5.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .</p>	<p>Determine Word Meanings Using Context Clues 1</p>

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Determine Word Meanings Using Prefixes inter- and anti-</p> <p>Determine Word Meanings Using Suffixes -al and -ity</p> <p>Determine Word Meanings Using Roots scrib/scrip and phon</p> <p>Determine the Meanings of Related Words in a Word Family: respond and construct</p> <p>Determine Word Meanings Using Context Clues 2</p> <p>Determine Word Meanings Using Context Clues 3</p> <p>Determine Word Meanings Using Prefixes multi- and semi-</p> <p>Determine Word Meanings Using Suffixes -ian and -ious</p> <p>Determine Word Meanings Using Roots meter/mettr and ped</p> <p>Determine the Meanings of Related Words in a Word Family: state and legal</p> <p>Determine Word Meanings Using Context Clues 4</p> <p>Determine Word Meanings Using Roots dict and mit/miss</p>

**This lesson is related to the aligned standard*


*Correlation of Nevada Academic Content Standards for English
Language Arts to i-Ready Personalized Instruction (continued)*

Grade 5 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: achieve and rely

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Supporting Inferences: Literary Text
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .	Summarizing Literature Analyzing Plot Development
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting Building Sentence Comprehension: Understanding Literary Texts About Grandparents
RL.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.	Summarizing Literature
RL.6.2 . . . [P]rovide a summary of the text distinct from personal opinions or judgments.	Summarizing: Literary Text
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details . . .	Identifying Theme in Literature Identifying the Theme

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.6.3 Describe how . . . the characters respond or change as the plot moves toward a resolution.	Analyzing Character Development
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes . . .	Analyzing Plot Development
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Summarizing Literature
RL.6.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting Building Sentence Comprehension: Understanding Literary Texts About Grandparents Building Sentence Comprehension: Understanding Informational Texts About Getting Involved
RL.6.4 . . . [A]nalyze the impact of a specific word choice on meaning and tone.	Analyzing Word Choice

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.6.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Examining Figurative Language in Literature
RL.6.5 Analyze how a particular . . . stanza fits into the overall structure of a text and contributes to the development of the theme . . .	Analyzing the Structure and Elements of Poetry Analyzing Poetry Structure Analyzing Different Structures of Poetry
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Identifying Theme in Literature* Summarizing Literature*
RL.6.5 Analyze how a particular sentence, chapter, [or] scene . . . fits into the overall structure of a text and contributes to the development of the . . . plot.	Analyzing Plot Development
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Exploring Point of View in Literature Exploring Narrative Point of View Analyzing Differing Points of View in Literature
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Comparing and Contrasting Literature in Print to Multimedia Versions Comparing and Contrasting Literature to Multimedia Productions

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.6.9 Compare and contrast texts in different forms . . . (e.g., stories and poems . . .) in terms of their approaches to similar themes and topics.	Comparing Stories and Poems
RL.6.9 Compare and contrast texts in different forms or genres (e.g., . . . historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting Story Genres
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting Literary Texts Comparing and Contrasting an Autobiography to a Biography
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Determining Central Idea of Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Informational Texts About Getting Involved
RI.6.2 . . . [P]rovide a summary of the text distinct from personal opinions or judgments.	Summarizing: Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .	Determining Central Idea of Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; . . .	Identifying the Central Idea
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text Analyzing Development of Individuals Analyzing Individuals, Ideas, or Events in Informational Texts
RI.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings.	Identifying Word Meaning
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text* Analyzing How Components of Informational Text Fit Together Analyzing Problem and Solution Text Structure

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Analyzing Compare and Contrast Text Structure Analyzing Cause and Effect Text Structure Analyzing Chronological Text Structure Analyzing How Science Texts Are Organized Analyzing Individuals, Ideas, or Events in Informational Texts*
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determining Point of View and Purpose in Informational Text Determining Author's Point of View
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Using Information from Different Media Sources to Investigate a Topic Comparing and Contrasting Information in Print to a Multimedia Presentation*
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Evaluating Arguments in Informational Text Evaluating Arguments Evaluating Arguments in Informational Text Analyzing Persuasive Techniques*
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Comparing and Contrasting an Autobiography to a Biography Comparing an Autobiography to a Biography

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Analyzing How Different Authors Present the Same Information
L.6.3 Use knowledge of language and its conventions when . . . reading . . .	<p>Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems</p> <p>Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting</p>

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body Building Sentence Comprehension: Understanding Literary Texts About Grandparents Building Sentence Comprehension: Understanding Informational Texts About Getting Involved
L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Determining Word Meaning Using Context Clues
L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Determining Word Meaning Using Greek and Latin Roots and Affixes
L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Determining Word Meaning Using Context Clues
L.6.5a Interpret figures of speech (e.g., personification) in context.	Examining Figurative Language in Literature


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 6 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Understanding the Relationship Between Words
L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determining Word Meaning Using Context Clues Understanding the Relationship Between Words Analyzing the Impact of Word Choice on Tone and Meaning in Literature


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Analyzing Plot Development
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Citing Evidence: Literary Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Helping Family Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes
RL.7.2 . . . [P]rovide an objective summary of the text.	Summarizing: Literary Text
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text . . .	Analyzing the Development of Theme in Literature
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; . . .	Analyzing Development of a Theme
RL.7.3 Analyze how particular elements of a story . . . interact (e.g., how setting shapes the characters or plot).	Analyzing How Story Elements Interact
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyzing Plot Development

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.7.4 . . . Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Analyzing Different Structures of Poetry
RL.7.4 Determine the meaning of words and phrases as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; . . .	Determining Word Meaning: Literary Text
RL.7.5 Analyze how a . . . poem's form or structure (e.g., . . . sonnet) contributes to its meaning.	Analyzing Poetic Elements and Structure
RL.7.5 Analyze how a . . . poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzing Different Structures of Poetry Comparing and Contrasting Poetic Structures
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzing Differing Points of View in Literature Analyzing Narrative Point of View
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Comparing and Contrasting Literature to Multimedia Productions
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Historical Fiction Versus Nonfiction

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Citing Evidence: Informational Text Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space Building Sentence Comprehension: Understanding Informational Texts About the Olympics Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict
RI.7.2 . . . [P]rovide an objective summary of the text.	Summarizing Social Studies Texts
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; . . .	Analyzing Development of Central Ideas
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Analyzing the Development of Central Ideas in Informational Text*
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text	Analyzing Individuals, Ideas, or Events in Informational Texts

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
(e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyzing Interactions in Informational Text
RI.7.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.7.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determining Word Meaning: Informational Text
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Examining Word Choice in Informational Text
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyzing Individuals, Ideas, or Events in Informational Texts* Analyzing How Components of Informational Text Fit Together Analyzing Informational Text Structure Analyzing Procedural Documents Analyzing Paragraph Structure in Informational Texts
RI.7.6 Determine an author's point of view . . . in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Author's Point of View

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Point of View and Purpose in Informational Text
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Comparing and Contrasting Information in Print to a Multimedia Presentation
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluating Arguments in Informational Text Evaluating Arguments Analyzing Persuasive Techniques*
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyzing How Different Authors Present the Same Information Comparing Texts on the Same Topic
L.7.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Building Sentence Comprehension: Understanding Literary Texts About Helping Family</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes</p> <p>Building Sentence Comprehension: Understanding Informational Texts About the Olympics</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict</p>
<p>L.7.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Determining Word Meaning Using Context Clues</p>
<p>L.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p>	<p>Using Greek and Latin Roots and Affixes</p>
<p>L.7.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Determining Word Meaning Using Context Clues</p>
<p>L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by</p>	<p>Determining Word Meaning Using Context Clues</p>


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
checking the inferred meaning in context or in a dictionary).	
L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Examining Word Choice in Informational Text
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Understanding the Relationship Between Words
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Understanding Connotative Meanings Examining Word Choice in Informational Text
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determining Word Meaning Using Context Clues Understanding Connotative Meanings Understanding the Relationship Between Words

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 8

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Citing Evidence: Literary Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Family
RL.8.2 . . . [P]rovide an objective summary of the text.	Summarizing: Literary Text
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot . . .	Analyzing the Development of Theme in Literature
RL.8.2 Determine the theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; . . .	Analyzing Development of a Theme, Part 1
RL.8.3 Analyze how . . . incidents in a story . . . propel the action, reveal aspects of a character, or provoke a decision.	Analyzing Plot and Characters
RL.8.3 Analyze how particular lines of dialogue . . . in a . . . drama propel the action, reveal aspects of a character, or provoke a decision.	Analyzing the Impact of Dialogue
RL.8.3 Analyze how particular lines of dialogue or incidents in a story . . . reveal aspects of a character . . .	Analyzing Development of a Theme, Part 2
RL.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RL.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; analyze the impact of specific word choices on meaning and tone . . .	Analyzing Word Choice: Connotations
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Figurative Language and Allusions
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings; analyze the impact of specific word choices on meaning and tone . . .	Analyzing Word Choice: Figurative Language
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Comparing and Contrasting Poetic Structures
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyzing Differing Points of View in Literature Analyzing Narrative Point of View
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from . . . traditional stories, . . . including describing how the material is rendered new.	Analyzing Traditional Elements in Modern Fiction
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 8 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Text Citing Evidence: Informational Text Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Gaming
RI.8.2 . . . [P]rovide an objective summary of the text.	Summarizing: Informational Text
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas . . .	Analyzing the Development of Central Ideas in Informational Text
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; . . .	Analyzing Development of Central Ideas
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyzing Individuals, Ideas, or Events in Informational Texts Analyzing Connections Between Individuals, Events, and Ideas
RI.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RI.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including	Analyzing Word Choice: Informational Text

**This lesson is related to the aligned standard*

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)


Grade 8 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
figurative [and] connotative . . . meanings; analyze the impact of specific word choices on meaning and tone . . .	
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyzing Procedural Documents Analyzing Individuals, Ideas, or Events in Informational Texts* Analyzing Paragraph Structure in Informational Texts Analyzing Paragraph Structure
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzing Point of View and Purpose in Informational Text Analyzing Author's Point of View
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluating Arguments Analyzing Persuasive Techniques*
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyzing Conflicting Information
L.8.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts

**This lesson is related to the aligned standard*


Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
	<p>Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts</p> <p>Building Sentence Comprehension: Understanding Literary Texts About Family</p> <p>Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts</p> <p>Building Sentence Comprehension: Understanding Informational Texts About Gaming</p>
<p>L.8.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>Determining Word Meaning from Context Clues</p> <p>Using Greek and Latin Roots and Affixes</p>
<p>L.8.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p>	<p>Using Greek and Latin Roots and Affixes</p>
<p>L.8.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Determining Word Meaning from Context Clues</p>
<p>L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).</p>	<p>Using Greek and Latin Roots and Affixes</p>
<p>L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by</p>	<p>Determining Word Meaning from Context Clues</p>

Correlation of Nevada Academic Content Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

 Nevada Academic Content Standards for English Language Arts	Aligned Lessons
checking the inferred meaning in context or in a dictionary).	
L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	Figurative Language and Allusions
L.8.5b Use the relationship between particular words to better understand each of the words.	Understanding Relationships Between Words
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Understanding Connotative Meanings
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Determining Word Meaning from Context Clues Understanding Connotative Meanings Understanding Relationships Between Words