



# Standards Alignment

## Nevada Academic Content Standards: English Language Arts

### Pre Kindergarten

Pre K Standards 4, 5, & 8

- **L.AK.PK2.** Identify and name most letters in their uppercase form and some letters in their lowercase form.
- **L.AK.PK3.** Name and produce the letter sound for several letters.
- **L.PB.PK3.** Indicate that groups of letters form a word.
- **L.PA.PK2.** Identify beginning sounds of some spoken words with which they are familiar.

#### **Set 1** (*Pre Emergent*)

Beginning Sounds: m, s, a, t, d

#### **Set 3** (*Pre Emergent*)

Beginning Sounds: r, u, l, w, g, h

#### **Set 5** (*Pre Emergent*)

Beginning Sounds: j, qu, x, z

#### **Set 2** (*Pre Emergent*)

Beginning Sounds: i, c, o, n, f

#### **Set 4** (*Pre Emergent*)

Beginning Sounds: k, v, p, b, y, e

#### **Word Books** (*Pre Emergent*)

Blending CVC Words



# Kindergarten

## Reading Standards: Foundational Skills

- **RF.1 Demonstrate understanding of the organization and basic features of print:**

- d. Recognize and name all upper- and lowercase letters of the alphabet

- **RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):**

- c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

- **RF.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words:**

- a. Demonstrate basic knowledge of one-to one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words with accuracy and automaticity (e.g., the, of, to, you, she, my, is, are, do, does).

- **RF.4 Read emergent-reader texts with purpose and understanding**

**Set 1 (Pre Emergent)**

Beginning Sounds: m, s, a, t, d

**Set 3 (Pre Emergent)**

Beginning Sounds: r, u, l, w, g, h

**Set 5 (Pre Emergent)**

Beginning Sounds: j, qu, x, z

**Early Decodables (Kindergarten)**

Short Sentences with CVC Words

**Set 7 (Kindergarten)**

Short i CVC

**Set 9 (Kindergarten)**

Short u CVC

**Set 11a (Kindergarten)**

Introduction to Digraph: ck

**Set 13a (Kindergarten)**

Introduction to Digraph: th [voiced; unvoiced]

**Set 2 (Pre Emergent)**

Beginning Sounds: i, c, o, n, f

**Set 4 (Pre Emergent)**

Beginning Sounds: k, v, p, b, y, e

**Word Books (Pre Emergent)**

Blending CVC Words

**Set 6 (Kindergarten)**

Short a CVC

**Set 8 (Kindergarten)**

Short o CVC

**Set 10 (Kindergarten)**

Short e CVC

**Set 12a (Kindergarten)**

Introduction to Digraph: sh

**Set 14a (Kindergarten)**

Introduction to Digraph: ch



• **RF.2 Demonstrate the ability to identify and manipulate individual sounds in spoken words:**

- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

• **RF.3 Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words:**

- a. Know the spelling-sound correspondences for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words

• **RF.4 Read with sufficient accuracy and fluency to support comprehension.**

- a. Read grade-level text with purpose and understanding.

**Set 11 (First Grade)**

Digraphs: sh, ck

**Set 13 (First Grade)**

Digraph: ch

**Set 15 (First Grade)**

Digraph: wh

**Set 17 (First Grade)**

- S-Blends
- Double Consonants (ff, ll, ss)

**Set 19 (First Grade)**

Contractions

**Set 21 (First Grade)**

-nd, -nk, -nt

**Set 23 (First Grade)**

-lt, -lk

**Set 25 (First Grade)**

-sk, -mp

**Set 27 (First Grade)**

Long Vowel i\_e

**Set 29 (First Grade)**

Long Vowels u\_e and e\_e

**Set 31 (First Grade)**

- R-Controlled ar
- Inflectional Endings: With Changes (-s, -es)

**Set 12 (First Grade)**

Digraph: th

**Set 14 (First Grade)**

Digraph: -ng

**Set 16 (First Grade)**

- L-Blends
- Inflectional Endings: No Changes (-s, -es, -ing)

**Set 18 (First Grade)**

- R-Blends
- Double Consonants (dd, zz)

**Set 20 (First Grade)**

Inflectional Endings: Three Sounds of -ed

**Set 22 (First Grade)**

-st, -ft, -ct, -pt

**Set 24 (First Grade)**

-ld, -lf, -lp

**Set 26 (First Grade)**

Long Vowel a\_e

**Set 28 (First Grade)**

Long Vowel o\_e

**Set 30 (First Grade)**

Trigraphs -dge and -tch

**Set 32 (First Grade)**

- R-Controlled or
- Inflectional Endings: With Changes (-ed)



## First Grade

### Reading Standards: Foundational Skills

**Set 33** (*First Grade*)

- R-Controlled er
- Inflectional Endings:  
With Changes (-ing)

**Set 35** (*First Grade*)

- Words Ending in y
- Digraph: ph

**Set 37** (*Second Grade*)

Long a Vowel Teams: ai, ay

**Set 39** (*Second Grade*)

Long i Vowel Teams: ie, igh

**Set 34** (*First Grade*)

R-Controlled ir, ur

**Set 36** (*Second Grade*)

Long e Vowel Teams: ee, ea, ey

**Set 38** (*Second Grade*)

Long o Vowel Teams: oa, oe, ow



## Second Grade

## Reading Standards: Foundational Skills

- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding and encoding words:**

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

- **RF.4 Read with sufficient accuracy and fluency to support comprehension.**

- a. Read grade-level text with purpose and understanding.

**Set 36 (Second Grade)**

Long e Vowel Teams: ee, ea, ey

**Set 38 (Second Grade)**

Long o Vowel Teams: oa, oe, ow

**Set 40 (Second Grade)**

- Diphthongs: oy, oi
- Vowel Team: eigh

**Set 42 (Second Grade)**

Vowel Teams: au, aw, augh

**Set 44 (Second Grade)**

Vowel Teams: ew, ue, ui

**Set 46 (Second Grade)**

Consonant le Syllables

**Set 48 (Second Grade)**

- Long a Vowel r /air/
- Long e vowel r /ear/

**Set 50 (Second Grade)**

- Suffixes: -less, -ful, -ly
- Silent Letters: gn, kn, wr, mb

**Set 52 (High-Interest)**

Prefixes/Roots/Suffixes: a-, mis-, pre-, -est, -ic, -ious, -ous

**Set 54 (High-Interest)**

Prefixes/Roots/Suffixes: post-, pro-, -ery, -ity, -ize, -ment

**Set 37 (Second Grade)**

Long a Vowel Teams: ai, ay

**Set 39 (Second Grade)**

Long i Vowel Teams: ie, igh

**Set 41 (Second Grade)**

Vowel Team: oo

**Set 43 (Second Grade)**

Diphthongs: ow, ou

**Set 45 (Second Grade)**

Short e and Long a Vowel Teams: ea

**Set 47 (Second Grade)**

Soft c and g

**Set 49 (Second Grade)**

- Multiple Sounds of ough
- Multisyllabic Words

**Set 51 (High-Interest)**

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

**Set 53 (High-Interest)**

Prefixes/Roots/Suffixes: com-, ex-, non-, -ion, -ite, -ly

**Set 55 (High-Interest)**

Prefixes/Roots/Suffixes: bi-, tri-, -able, -ible, -inter, -ance, -ence



- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding words:**

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.

**Set 51** (*High-Interest*)

Prefixes/Roots/Suffixes: dis-, re - un-, -ent, -er, -ful, -ive

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Prefixes/Roots/Suffixes: bi, tri-, -able, -ible, -inter, -ance, -ence

**Set 56** (*High-Interest*)

Prefixes/Roots/Suffixes: tele-, therm-, photo-, -ure, -cy

**Set 57** (*High-Interest*)

Prefixes/Roots/Suffixes: ped-, man-, tract-, spect-, -ician, -al

**Set 58** (*High-Interest*)

Prefixes/Roots/Suffixes: bio, port-, dict-, rupt-, -logy/logist, -graph/graphy

**Set 59** (*High-Interest*)

Prefixes/Roots/Suffixes: scrib-, semi-, intra, anti-, -ine, -emia

**Set 60** (*High-Interest*)

Prefixes/Roots/Suffixes: junct/join, socio-, struct-, -lessly, -lessness, -ively



- **RF.3 Know and apply grade-level phonics and word analysis skills to support decoding words.**
  - a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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