

Receptive

Reading

Listening

Expressive

Writing

Speaking

Nevada English Language Arts Standards

Integrating Content and Process

Adopted on November 30, 2007

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Introduction to the Nevada English Language Arts Standards

To ensure that Nevada students can function proficiently in a global society, they must become life-long learners with strong literacy skills. In Nevada, the format for developing these skills is encompassed in the English Language Arts Standards which outline the developmental progression needed to read, write, speak, and listen at proficient levels.

Nevada teachers respond to these literacy needs by having students read and write daily. In addition, they monitor student learning and adjust instruction based on assessments and standards. Nevada teachers use a variety of instructional strategies and grade-appropriate materials aligned to the standards and help students make connections between their academic and social lives through reading, writing, listening, and speaking. Nevada teachers view diversity as a strength and recognize its impact on student learning.

The Nevada English Language Arts Standards document clearly presents descriptions and definitions to clarify student expectations across the state. The Achievement Indicators, a companion document, should be accessed to further enhance this content document. The purpose of the Achievement Indicators is to describe and demonstrate “what it looks like” when students are learning and completing the skills delineated within the content standards to reflect the state testing achievement levels: emergent/developing, approaching, meeting, and exceeding standards. Each content standard grade level indicator has an accompanying narrative at each of the levels describing “what it looks like” followed by examples of student work.

Page v is a typical page in the Nevada English Language Arts Standards with accompanying definitions, language, and position of elements. According to this page, a **standard** is the overall description of the learning objective, **strands** are skill subsets that help define the standard, and **indicators** are the specific learning expectations at each grade level.

The **K-12 overviews** on pages viii and ix outline student expectations with a snapshot of each grade level’s expectations so parents can easily monitor their student’s progress.

The reading and writing **process standards** are located on pages 1 and 2 prior to the content standards to emphasize the importance of the skills taught across grade spans and content areas. Reading and writing are recursive processes and reflect increased complexity at each grade level. These skills are positioned on facing pages to demonstrate to the reader the connections to reading and writing.

Content standards describe what students need to know and be able to do at each grade level. In Nevada, these content standards are considered the floor, not the ceiling, for student learning and performance. This document serves as a framework to guide districts in creating their curriculum based on the state standards. **It is essential that the content standards are not taught in isolation; rather, multiple standards are taught within a single lesson ensuring teachers, students, and parents make the connections between reading and writing to enhance performance.** Some indicator language does not change from grade level to grade level as all skills are grade-appropriate. **Grade-appropriate** in this document is determined by length of text, vocabulary, sentence complexity, layers of meaning, complexity of concept, and percentage of text versus pictures. To allow students to learn reading and writing skills, time and developmental readiness must be reflected. To allow for this scaffolding, the term **with assistance** is used to reflect: 1) that many skills require more than one year for a student to become proficient, 2) that students are provided support from teachers, peers, and other resources when appropriate, and/or 3) that these skills are not state testable at this grade level.

A **glossary** has been provided to establish a common vocabulary among all Nevada educators, students, and parents. This shared vocabulary provides a foundation for consistent practice across the state.

The **acknowledgement pages** express our appreciation to all participants who helped with this document.

The chart below represents a typical page in the Nevada English Language Arts Standards. This information is provided to assist in reading the document. Assessment coding is provided with its corresponding standard. For example, the notation I/S found in the upper right-hand corner of the 3rd grade standard 3.3.2 indicates that this standard contains Important knowledge and will be assessed at the State level. The notation E/I/S found in the upper right-hand corner of the 4th grade standard 3.4.2 indicates that this standard contains Enduring and Important knowledge that will be assessed at the State level.

- E = Enduring knowledge may be tested using a performance task.
- I = Important knowledge may be tested using multiple choice questions.

- L = Nevada Academic Standards that are assessed at the local level ONLY.
- S = Nevada Academic Standards that are assessed at the state and local levels.

Standard

All indicators in this document, tested or not, are of equal importance in attaining student proficiency.

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Content Standard with learning expectation

All indicators are based on literary text.
 All indicators are based on grade-appropriate text and skills.
 All indicators are used to aid comprehension.

Information that applies across grade levels is placed below the content standards to avoid repetition of language within each strand.

At a minimum, students will maintain previously-learned skills and attain the following:

*Content Standard
Grade Level
Strand Number*

Strand

3.0 Literary Text

	K	1	2	3	4
Characterization	3.K.2 I/L With assistance, listen to, identify, and describe physical traits.	3.1.2 I/L With assistance, identify and describe physical traits.	3.2.2 I/L Describe physical and personality traits.	3.3.2 I/S Describe physical and personality traits.	3.4.2 E/I/S Describe physical and personality traits.
	I/L With assistance, listen to, identify, and describe personality traits.	I/L With assistance, identify and describe personality traits.	I/L With assistance, identify a lesson learned based on a character's actions.	I/S Identify a lesson learned based on a character's actions.	E/I/S Explain a lesson learned based on a character's actions.

Indicator

*Page
Number*

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Content Standard 1.0

Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

Content Standard 2.0

Students use reading process skills and strategies to build comprehension.

Content Standard 3.0

Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

Content Standard 4.0

Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

Content Standard 5.0

Students write a variety of texts using the writing process.

Content Standard 6.0

Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and that are appropriate to audience and purpose.

Content Standard 7.0

Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

Content Standard 8.0

Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

Kindergarten

Kindergarten students begin the reading process as they develop phonological and phonemic awareness. Environmental print, sight words, and letter-sound relationships are used to read text. While listening to and discussing a variety of **grade-appropriate** text, students are introduced to reading strategies. They listen to comprehend text and build vocabulary. Students begin the writing process by drawing and/or dictating basic text which they share with others. They participate in group discussions using turn taking to develop listening and speaking skills.

1st Grade

First grade students demonstrate phonological awareness and phonemic awareness. They demonstrate the ability to decode words. While listening to and discussing a variety of **grade-appropriate** text, students begin to use reading strategies. They begin to read with fluency and to comprehend text. Students compose simple sentences and begin to edit their writing. They continue to develop writing skills and share their work with others. Students participate in large and small group discussions to develop listening and speaking skills.

2nd Grade

Second grade students decode unfamiliar words using structural analysis. While listening to, reading, and discussing a variety of **grade-appropriate** text, students expand their use of reading strategies. They read fluently and comprehend text. Students compose a variety of text and edit their written work. They continue to develop writing skills and may publish their work. Students begin to formulate and answer research questions and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

3rd Grade

Third grade students determine the meaning of unfamiliar words in text using their knowledge of structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills. Students generate their own ideas to compose paragraphs using the writing process. They edit their written work. They continue to develop writing skills and may publish their work. Students formulate a topic, conduct research, and record information. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

4th Grade

Fourth grade students determine the meaning of unfamiliar words while reading text using their knowledge of structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and various resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills. They use the writing process to compose essays and compositions with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph papers to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions with an emphasis on developing listening and speaking skills.

5th Grade

Fifth grade students determine the meaning of unfamiliar words in text using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills across content areas. They use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

6th Grade

Sixth grade students expand reading comprehension skills using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills across content areas. They use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

7th Grade

Seventh grade students expand reading comprehension skills using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills across content areas. They use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

8th Grade

Eighth grade students enhance reading comprehension skills using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills across content areas. They use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

9th – 12th Grade

High school students enhance reading comprehension skills using structural analysis. Students expand their vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend **grade-appropriate** text with fluency and expand their use of reading strategies and skills across content areas. They use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Students revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade. Students also write summaries. Students may publish their work. They participate in and sometimes lead group discussions. Students expand active listening skills and demonstrate public speaking techniques.

<p>Nevada English Language Arts Standards Grades K-1 Reading Process: Delineates skills students need in order to learn to read and establishes the connection to writing.</p>	<p>Nevada English Language Arts Standards Grades 2 -12 Reading Process: Delineates skills students need in order to be proficient readers and establishes the connection to writing. The reading process includes explicitly taught metacognitive skills.</p>
Learning to Read	Reading to Learn
Grades K-1	Before Reading Grades 2-12
<p>Understanding the Conventions of Print</p> <ul style="list-style-type: none"> • Directionality • Top-to-Bottom • Concept of Word in Print <p>Developing Sight Vocabulary</p>	<ul style="list-style-type: none"> • Preview Text • Access Prior Knowledge • Build Background Knowledge • Set Purpose for Reading • Make Predictions • Determine Reading Rate • Determine Text Type
Grades K-1	During Reading Grades 2-12
<p>Phonemic Awareness Concept of Word in Print Understanding of the Alphabetic Principle</p> <ul style="list-style-type: none"> • Encoding • Decoding <p>Development of Fluency</p>	<ul style="list-style-type: none"> • Use Self-Correcting Strategies • Make, Confirm, and Revise Predictions • Understand and Use Key Vocabulary • Identify Main Idea and Supporting Details • Make Inferences • Adjust Reading Rate • Apply Knowledge of Text Type
Grades K-1	After Reading Grades 2-12
<p>Development of Fluency</p>	<ul style="list-style-type: none"> • Recall Details • Restate Main Ideas • Organize Information • Record Information • Synthesize Text • Evaluate Text • Evaluate Effectiveness of Reading Strategies

Nevada English Language Arts Standards

Grades K-12 Writing Process: Delineates integral skills students need in order to be proficient writers and establishes the connection to reading

Prewriting Grades K-1	Prewriting Grades 2-12
<p>With teacher assistance, students prewrite.</p>	<ul style="list-style-type: none"> • Determine Purpose • Determine Audience • Ask Questions • Explore a Topic • Refine a Topic • Generate and Organize Ideas
Drafting Grades K-1	Drafting Grades 2-12
<p>With teacher assistance, students draft.</p>	<ul style="list-style-type: none"> • Review Prewriting • Review Purpose and Audience • Review and Modify • Generate Text
Revising Grades K-1	Revising Grades 2-12
<p>With teacher assistance, students revise their own work.</p>	<ul style="list-style-type: none"> • Review Draft • Reconsider Purpose and Audience • Peer Review and Provide Feedback • Evaluate and Refine Ideas • Evaluate and Refine Organization • Evaluate and Refine Style
Editing Grades K-1	Editing Grades 2-12
<p>With teacher assistance, students edit their own work.</p>	<ul style="list-style-type: none"> • Identify and Correct for Standard English Grammar, Usage, and Mechanics
Publishing Grades K-1	Publishing Grades 2-12
<p>With teacher assistance, students publish their work.</p> <p>Students share their work.</p>	<ul style="list-style-type: none"> • Format Text • Share or Present Text

English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.
 All indicators are based on grade-appropriate text and skills.
 All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Phonological Awareness	1.K.1 I/L Demonstrate phonological awareness of spoken words through <ul style="list-style-type: none"> • rhyming • concept of word • syllable awareness • onset and rime awareness 	1.1.1 I/L Demonstrate phonological awareness of spoken words through <ul style="list-style-type: none"> • rhyming • concept of word • syllable awareness • onset and rime awareness 			
Phonemic Awareness	1.K.2 I/L Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	1.1.2 I/L Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	1.2.2 I/L Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 		

English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

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All indicators are based on grade-appropriate text and skills.
All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
					Phonological Awareness
					Phonemic Awareness

Nevada English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Phonics and Structural Analysis	<p>1.K.3 I/L Recognize and name upper and lower case letters of the alphabet.</p> <p>I/L Identify letter-sound relationships.</p>	<p>1.1.3 I/L With assistance, decode words in text through</p> <ul style="list-style-type: none"> • short/long vowels • digraphs • blends • diphthongs • word families • spelling patterns 	<p>1.2.3 I/L Decode words in text through</p> <ul style="list-style-type: none"> • letter-sound relationships • short/long vowels • digraphs • blends • diphthongs • word families • spelling patterns 	<p>1.3.3 I/S Decode words in text using phonics and structural analysis through</p> <ul style="list-style-type: none"> • short/long vowels • digraphs • diphthongs • base words • suffixes • prefixes • compound words 	<p>1.4.3 I/S Decode words in text using phonics and structural analysis through</p> <ul style="list-style-type: none"> • base words • suffixes • prefixes • compound words
	<p>I/L Decode words using letter/sound relationships.</p>	<p>I/L Decode words using letter/sound relationships.</p>	<p>I/L With assistance, decode words through structural analysis using</p> <ul style="list-style-type: none"> • base words • suffixes • prefixes • syllables • compound words 	<p>I/L Decode words in text using phonics and structural analysis through</p> <ul style="list-style-type: none"> • blends • word families • spelling patterns • syllables 	<p>I/L Decode words in text using phonics and structural analysis through</p> <ul style="list-style-type: none"> • short/long vowels • digraphs • diphthongs • blends • word families • spelling patterns • syllables
	<p>I/L With assistance, decode words in text through short/long vowels.</p>	<p>I/L With assistance, decode words through structural analysis using</p> <ul style="list-style-type: none"> • base words • suffixes • prefixes • syllables • compound words 			

English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>1.5.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> • spelling patterns • base words • root words • suffixes • prefixes • syllables • compound words 	<p>1.6.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> • spelling patterns • base words • root words • suffixes • prefixes • syllables • compound words 	<p>1.7.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> • base words • root words • suffixes • prefixes • syllables • compound words 	<p>1.8.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> • base words • root words • suffixes • prefixes • syllables • compound words 	<p>1.12.3 I/L Decode unknown words in text using structural analysis through</p> <ul style="list-style-type: none"> • base words • root words • suffixes • prefixes • syllables • compound words 	<p>Phonics and Structural Analysis</p>

Nevada English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Vocabulary Development	<p>1.K.4 I/L Comprehend vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols • environmental print 	<p>1.1.4 I/L Comprehend vocabulary using</p> <ul style="list-style-type: none"> • suffixes • synonyms • antonyms 	<p>1.2.4 I/L Comprehend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • abbreviations • synonyms • antonyms 	<p>1.3.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • syntax • parts of speech • homographs 	<p>1.4.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • syntax • parts of speech • homographs
	<p>I/L With assistance, comprehend vocabulary using</p> <ul style="list-style-type: none"> • suffixes • synonyms • antonyms 	<p>I/L With assistance, comprehend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • abbreviations • context clues 	<p>I/L With assistance, comprehend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis • syntax • parts of speech 	<p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homophones • synonyms • antonyms • context clues • structural analysis 	<p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homophones • synonyms • antonyms • context clues • structural analysis
	<p>I/L Sequence the letters of the alphabet to understand alphabetic order.</p>	<p>I/L Sequence the letters of the alphabet to understand alphabetic order.</p> <p>I/L With assistance, apply alphabetic order to locate words using the first letter of each word.</p>	<p>I/L Apply alphabetic order to locate words using the first letter of each word.</p>	<p>I/L Apply alphabetic order to locate words using the first and second letters of each word.</p>	<p>I/L Apply alphabetic order to locate words in resources.</p>
	<p>I/L With assistance, use resources to find the meaning of unknown words encountered in text.</p>	<p>I/L With assistance, use resources to find and/or confirm meaning of unknown words encountered in text.</p>	<p>I/L With assistance, use resources to find and/or confirm meaning of unknown words encountered in text.</p>	<p>I/L Use resources to find and/or confirm meaning of unknown words encountered in text.</p>	<p>I/L Use resources to find and/or confirm meaning of unknown words encountered in text.</p> <p>I/L With assistance, use resources to confirm word origins.</p>
<p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	

English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>1.5.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis <p>I/L Apply alphabetic order to locate words in resources</p> <p>I/L Use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • unknown words • word origins <p>I/L With assistance, use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • Greek word roots • Latin word roots <p>I/L Identify differences between connotative and denotative meaning in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>1.6.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis <p>I/L Apply alphabetic order to locate words in resources</p> <p>I/L Use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots <p>I/L Explain differences between connotative and denotative meaning in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>1.7.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis <p>I/L Apply alphabetic order to locate words in resources.</p> <p>I/L Use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots <p>I/L Explain differences between connotative and denotative meaning in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>1.8.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis <p>I/L Apply alphabetic order to locate words in resources.</p> <p>I/L Use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots <p>I/L Evaluate authors' use of connotation and denotation in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>1.12.4 I/L Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • homographs • homophones • syntax • parts of speech • synonyms • antonyms <p>I/S Comprehend, build, and extend vocabulary using</p> <ul style="list-style-type: none"> • context clues • structural analysis <p>I/L Apply alphabetic order to locate words in resources.</p> <p>I/L Use resources to find and/or confirm meaning of</p> <ul style="list-style-type: none"> • unknown words • word origins • Greek word roots • Latin word roots <p>I/L Evaluate authors' use of connotation and denotation in text.</p> <p>I/L Build vocabulary using</p> <ul style="list-style-type: none"> • pictures • symbols 	<p>Vocabulary Development</p>

English Language Arts Standards

Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Fluency and Comprehension	<p>1.K.5 I/L Identify high frequency words to build fluency and comprehension.</p>	<p>1.1.5 I/L Identify high frequency words to build fluency and comprehension.</p> <p>I/L With assistance, identify content-specific vocabulary in text.</p> <p>I/L With assistance, read aloud with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.2.5 I/L Apply knowledge of high frequency words in text to build fluency and comprehension.</p> <p>I/L With assistance, identify content-specific vocabulary in text.</p> <p>I/L With assistance, read aloud with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.3.5 I/L Apply knowledge of high frequency words in text to build fluency and comprehension.</p> <p>I/L With assistance, identify content-specific vocabulary in text.</p> <p>I/L Read aloud with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.4.5 I/L Apply knowledge of high frequency words in text to build fluency and comprehension.</p> <p>I/L Identify content-specific vocabulary in text.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate

English Language Arts Standards

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All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>1.5.5 I/L Apply knowledge of high frequency words in text to build fluency and comprehension.</p> <p>I/L Apply knowledge of content-specific vocabulary in text to build comprehension.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.6.5 I/L Apply knowledge of content-specific vocabulary in text to build comprehension.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.7.5 I/L Apply knowledge of content-specific vocabulary in text to build comprehension.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.8.5 I/L Apply knowledge of content-specific vocabulary in text to build comprehension.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	<p>1.12.5 I/L Apply knowledge of content-specific vocabulary in text to build comprehension.</p> <p>I/L Read fluently aloud and/or silently with a focus on</p> <ul style="list-style-type: none"> • prosody • accuracy • automaticity • reading rate 	Fluency and Comprehension

Nevada English Language Arts Standards

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Before Reading Strategies	2.K.1 I/L Demonstrate concept of print. I/L Demonstrate concept of word. I/L Demonstrate voice-to-print match. I/L Identify author and illustrator.	2.1.1 I/L Demonstrate concept of print. I/L Demonstrate concept of word. I/L Demonstrate voice-to-print match. I/L Identify author and illustrator.	2.2.1 I/L With assistance , use before reading strategies based on text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	2.3.1 I/L Use before reading strategies based on text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions. • determine reading rate • determine text type 	2.4.1 I/L Select before reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type
During Reading Strategies	2.K.2 I/L With assistance , use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • make predictions • identify key vocabulary • make inferences 	2.1.2 I/L With assistance , use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • make predictions • identify key vocabulary • make inferences 	2.2.2 I/L With assistance , use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	2.3.2 I/L Use during reading strategies based on text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	2.4.2 I/L Select during reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type

Nevada English Language Arts Standards

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>2.5.1 I/L Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	<p>2.6.1 I/L Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	<p>2.7.1 I/L Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	<p>2.8.1 I/L Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	<p>2.12.1 I/L Select before reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • preview text • access prior knowledge • build background knowledge • set purpose for reading • make predictions • determine reading rate • determine text type 	Before Reading Strategies
<p>2.5.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	<p>2.6.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	<p>2.7.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	<p>2.8.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	<p>2.12.2 I/L Select during reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • use self-correcting strategies • make, confirm, and revise predictions • understand and use key vocabulary • identify main idea and supporting details • make inferences • adjust reading rate • apply knowledge of text type 	During Reading Strategies

Nevada English Language Arts Standards

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.

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All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
After Reading Strategies	2.K.3 I/L With assistance, use after reading strategies based on text and purpose to <ul style="list-style-type: none"> orally recall details orally restate main ideas 	2.1.3 I/L With assistance, use after reading strategies based on text and purpose to <ul style="list-style-type: none"> orally recall details orally restate main ideas 	2.2.3 I/L With assistance, use after reading strategies based on text and purpose to <ul style="list-style-type: none"> recall details restate main ideas organize information record information synthesize text evaluate text evaluate the effectiveness of reading strategies 	2.3.3 I/L With assistance, select after reading strategies based on text and purpose to <ul style="list-style-type: none"> recall details restate main ideas organize information record information synthesize text evaluate text evaluate the effectiveness of reading strategies 	2.4.3 I/L Select after reading strategies appropriate to text and purpose to <ul style="list-style-type: none"> recall details restate main ideas organize information record information synthesize text evaluate text evaluate the effectiveness of reading strategies

Nevada English Language Arts Standards

Content Standard 2.0 Students use reading process skills and strategies to build comprehension.

All indicators include both literary and expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>2.5.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	<p>2.6.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	<p>2.7.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	<p>2.8.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	<p>2.12.3 I/L Select after reading strategies appropriate to text and purpose to</p> <ul style="list-style-type: none"> • recall details • restate main ideas • organize information • record information • synthesize text • evaluate text • evaluate the effectiveness of reading strategies 	<p>After Reading Strategies</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Setting and Plot	<p>3.K.1 I/L With assistance, listen for and identify</p> <ul style="list-style-type: none"> • setting • sequence of events 	<p>3.1.1 I/L With assistance, listen for and identify</p> <ul style="list-style-type: none"> • setting • sequence of events 	<p>3.2.1 I/L Identify</p> <ul style="list-style-type: none"> • setting • sequence of events 	<p>3.3.1 I/S Describe</p> <ul style="list-style-type: none"> • setting • sequence of events • conflict • resolution 	<p>3.4.1 E/I/S Explain</p> <ul style="list-style-type: none"> • setting • sequence of events • conflict • climax • resolution • turning point
	<p>I/L With assistance, make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>I/L With assistance, make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>I/L With assistance, identify conflict.</p> <p>I/L With assistance, identify resolution.</p> <p>I/L With assistance, identify how one event may cause another event.</p> <p>I/L With assistance, make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • climax • turning point <p>I/S Identify how one event may cause another event.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>I/L With assistance, describe internal and external conflict.</p> <p>I/L With assistance, identify and discuss main plot and subplots.</p> <p>E/I/S Identify how one event may cause another event.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>3.5.1 E/I/S Explain</p> <ul style="list-style-type: none"> • setting • sequence of events • conflict • climax • resolution • turning point <p>I/L With assistance, describe plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>E/I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>E/I/S Describe how one event may cause another event.</p> <p>I/L With assistance, explain an author's use of flashback.</p> <p>I/L With assistance, explain an author's use of foreshadowing.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>3.6.1 E/I/S Explain setting.</p> <p>E/I/S Describe plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>I/L Describe plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>E/I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>E/I/S Describe how one event may cause another event.</p> <p>E/I/S Explain an author's use of flashback.</p> <p>I/L With assistance, analyze an author's use of foreshadowing.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>3.7.1 E/I/S Analyze setting.</p> <p>E/I/S Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>I/L Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>E/I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>E/I/S Describe how one event may cause another event.</p> <p>E/I/S Explain an author's use of flashback.</p> <p>I/L With assistance, analyze an author's use of flashback.</p> <p>E/I/S Analyze an author's use of foreshadowing.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>3.8.1 E/I/S Analyze setting.</p> <p>E/I/S Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>I/L Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>E/I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>E/I/S Analyze how one event may cause another event.</p> <p>E/I/S Analyze an author's use of flashback.</p> <p>I/S Analyze an author's use of foreshadowing.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>3.12.1 I/S Analyze setting.</p> <p>I/S Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • climax • resolution • turning point <p>I/L Analyze plot development with a focus on</p> <ul style="list-style-type: none"> • exposition • rising action • falling action <p>I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>I/S Analyze how one event may cause another event.</p> <p>I/S Analyze an author's use of flashback.</p> <p>I/S Analyze an author's use of foreshadowing.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>Setting and Plot</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Characterization	<p>3.K.2 I/L With assistance, listen to, identify, and describe physical traits.</p>	<p>3.1.2 I/L With assistance, identify and describe physical traits.</p>	<p>3.2.2 I/L Describe physical and personality traits.</p>	<p>3.3.2 I/S Describe physical and personality traits.</p>	<p>3.4.2 E/I/S Describe physical and personality traits.</p>
	<p>I/L With assistance, listen to, identify, and describe personality traits.</p>	<p>I/L With assistance, identify and describe personality traits.</p>	<p>I/L With assistance, identify a lesson learned based on a character's actions.</p>	<p>I/S Describe the motivation for a character's actions.</p>	<p>I/S Describe the motivation for a character's actions.</p>
	<p>I/L With assistance, make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/L With assistance, make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/L With assistance, make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/L With assistance, identify the protagonist and antagonist.</p>	<p>I/L With assistance, identify the protagonist and antagonist.</p>
	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	Characterization
<p>3.5.2 E/I/S Describe physical and personality traits.</p>	<p>3.6.2 I/S Explain an author’s use of characterization.</p>	<p>3.7.2 I/S Explain an author’s use of characterization.</p>	<p>3.8.2 I/S Analyze methods of characterization used by the author.</p>	<p>3.12.2 I/S Evaluate methods of characterization used by the author.</p>	
<p>I/L With assistance, identify elements of characterization.</p>	<p>I/S Explain an author’s use of characterization.</p>	<p>I/S Explain an author’s use of characterization.</p>	<p>I/S Analyze methods of characterization used by the author.</p>	<p>I/S Evaluate methods of characterization used by the author.</p>	
<p>E/I/S Describe the motivation for a character’s actions.</p>	<p>E/I/S Describe the motivation for a character’s actions.</p>	<p>E/I/S Describe the motivation for a character’s actions.</p>	<p>E/I/S Describe the motivation for a character’s actions.</p>	<p>I/S Describe the motivation for a character’s actions.</p>	
<p>I/L Identify the protagonist and antagonist.</p>	<p>I/L Identify the protagonist and antagonist.</p>	<p>E/I/S Explain the relationships among protagonists, antagonists, and supporting characters.</p>	<p>E/I/S Explain the author’s development of a character.</p>	<p>I/S Analyze author’s development of characters.</p>	
<p>E/I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>E/I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>E/I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>E/I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	<p>I/S Make inferences and draw conclusions about a character(s) based on evidence.</p>	

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Theme	3.K.3 I/L With assistance , listen to and identify the main idea.	3.1.3 I/L Identify the main idea. I/L With assistance , identify theme.	3.2.3 I/L Explain the main idea. I/L With assistance , identify theme.	3.3.3 I/S Explain the main idea supported by evidence. I/L With assistance , identify theme. I/S Identify a lesson learned based on events and/or a character's actions.	3.4.3 I/S Explain the main idea supported by evidence. I/S Identify theme. I/S Identify a lesson learned based on events and/or a character's actions.
Point of View	3.K.4 I/L With assistance , listen to and identify first-person point of view.	3.1.4 I/L With assistance , identify first-person point of view.	3.2.4 I/L With assistance , identify first-person point of view.	3.3.4 I/L Identify first-person point of view. I/L With assistance , identify third-person limited point of view.	3.4.4 I/L Identify first-person point of view. I/L Identify third-person limited point of view. I/L With assistance , identify third-person omniscient point of view.

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>3.5.3 E/I/S Describe a theme based on evidence.</p> <p>E/I/S Explain a lesson learned based on events and/or a character's actions.</p>	<p>3.6.3 E/I/S Describe a theme based on evidence.</p> <p>I/L With assistance, compare themes generated by a single topic.</p> <p>E/I/S Explain a lesson learned based on events and/or a character's actions.</p>	<p>3.7.3 E/I/S Describe a theme based on evidence.</p> <p>I/L Compare themes generated by a single topic.</p> <p>E/I/S Explain a lesson learned based on events and/or a character's actions.</p>	<p>3.8.3 E/I/S Describe a theme based on evidence.</p> <p>I/L Compare themes generated by a single topic.</p> <p>E/I/S Explain a lesson learned based on events and/or a character's actions.</p>	<p>3.12.3 I/S Analyze a theme based on evidence.</p> <p>I/L Compare themes generated by a single topic.</p> <p>I/S Explain a lesson learned based on events and/or a character's actions.</p>	Theme
<p>3.5.4 I/L Describe an example of first-person point of view.</p> <p>I/L Identify third-person limited point of view.</p> <p>I/L Identify third-person omniscient point of view.</p> <p>I/L With assistance, distinguish between third-person limited and third-person omniscient point of view.</p>	<p>3.6.4 E/I/S Describe the effect of an author's use of</p> <ul style="list-style-type: none"> • first-person point of view • third-person limited point of view • third-person omniscient point of view <p>I/L Distinguish between third-person limited and third-person omniscient point of view.</p>	<p>3.7.4 E/I/S Analyze the effect of an author's use of</p> <ul style="list-style-type: none"> • first-person point of view • third-person limited point of view • third-person omniscient point of view <p>I/L Distinguish between third-person limited and third-person omniscient point of view.</p>	<p>3.8.4 E/I/S Analyze the effect of an author's use of</p> <ul style="list-style-type: none"> • first-person point of view • third-person limited point of view • third-person omniscient point of view <p>I/L Distinguish between third-person limited and third-person omniscient point of view.</p>	<p>3.12.4 I/S Evaluate the effect of an author's use of</p> <ul style="list-style-type: none"> • first-person point of view • third-person limited point of view • third-person omniscient point of view <p>I/L Distinguish between third-person limited and third-person omniscient point of view.</p>	Point of View

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Language	<p>3.K.5 I/L With assistance, listen to and identify examples of words that create images.</p> <p>I/L With assistance, listen to and identify the effects of rhythm and rhyme.</p> <p>I/L With assistance, listen to and identify dialect.</p>	<p>3.1.5 I/L With assistance, identify examples of</p> <ul style="list-style-type: none"> • imagery • sensory words • similes <p>I/L With assistance, identify the effects of rhythm and rhyme.</p> <p>I/L With assistance, identify dialect.</p>	<p>3.2.5 I/L Identify examples of</p> <ul style="list-style-type: none"> • imagery • sensory words • similes <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • dialect • slang <p>I/L With assistance, identify personification.</p> <p>I/L With assistance, identify examples of alliteration.</p> <p>I/L With assistance, identify idioms.</p>	<p>3.3.5 I/L Identify examples of</p> <ul style="list-style-type: none"> • imagery • similes • personification <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Identify</p> <ul style="list-style-type: none"> • idioms • alliteration • sensory words • dialect • slang <p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • metaphors • hyperbole <p>I/L With assistance, identify the use of formal and informal language.</p>	<p>3.4.5 E/I/S Explain how the author uses</p> <ul style="list-style-type: none"> • imagery • similes • personification • metaphors <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Explain how the author uses</p> <ul style="list-style-type: none"> • idioms • alliteration • sensory words • hyperbole • dialect • slang • formal language • informal language
Tone, Mood, and Irony	<p>3.K.6 I/L With assistance, listen to and identify words, and phrases that reveal tone.</p>	<p>3.1.6 I/L With assistance, listen to and identify words, and phrases that reveal tone.</p>	<p>3.2.6 I/L With assistance, listen to and identify words, and phrases that reveal tone.</p>	<p>3.3.6 I/L Identify words and phrases that reveal tone.</p>	<p>3.4.6 I/S Identify words and phrases that reveal tone.</p> <p>I/L With assistance, explain how words and phrases create mood.</p> <p>I/L With assistance, identify examples of irony.</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>3.5.5 E/I/S Explain the use of</p> <ul style="list-style-type: none"> • imagery • figurative language <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Explain the use of</p> <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	<p>3.6.5 E/I/S Explain the use of</p> <ul style="list-style-type: none"> • imagery • figurative language <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Explain the use of</p> <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	<p>3.7.5 E/I/S Analyze the use of</p> <ul style="list-style-type: none"> • imagery • figurative language <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Analyze the use of</p> <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	<p>3.8.5 E/I/S Analyze the use and purpose of</p> <ul style="list-style-type: none"> • imagery • figurative language <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Analyze the use and purpose of</p> <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	<p>3.12.5 I/S Evaluate the use and purpose of</p> <ul style="list-style-type: none"> • imagery • figurative language <p>I/L Identify the effects of rhythm and rhyme on text.</p> <p>I/L Evaluate the use and purpose of</p> <ul style="list-style-type: none"> • sound devices • dialect • slang • formal language • informal language 	Language
<p>3.5.6 E/I/S Identify words and phrases that reveal tone.</p> <p>I/L Explain how words and phrases create mood.</p> <p>I/S Identify examples of irony.</p>	<p>3.6.6 E/I/S Explain how the use of words and phrases reveal tone.</p> <p>E/I/S Analyze how words and phrases create mood.</p> <p>I/S Explain examples of irony.</p>	<p>3.7.6 E/I/S Explain how the use of words and phrases reveal tone.</p> <p>E/I/S Analyze how words and phrases create mood.</p> <p>I/S Explain the use of irony. I/L With assistance, identify various types of irony.</p>	<p>3.8.6 E/I/S Explain the use of stylistic devices to create tone and mood.</p> <p>E/I/S Analyze how words and phrases create mood.</p> <p>I/S Explain the use of irony. I/L With assistance, identify various types of irony.</p>	<p>3.12.6 I/S Evaluate the use of stylistic devices to create tone and mood.</p> <p>I/L Compare uses of stylistic devices to create mood.</p> <p>I/S Explain the use of irony. I/L Analyze uses of various types of irony.</p>	Tone, Mood, and Irony

Nevada English Language Arts Standards

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All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Cultures and Time Periods	<p>3.K.7 I/L With assistance, listen to, read, and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>3.1.7 I/L With assistance, listen to, read and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>3.2.7 I/L Read and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods <p>I/L With assistance, compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>3.3.7 I/L Compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>3.4.7 I/L Compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods <p>I/L With assistance, explain the influence of historical events.</p> <p>I/L With assistance, explain the influence of cultures.</p> <p>I/L With assistance, explain the influence of time periods.</p>
Predictions	<p>3.K.8 I/L With assistance, listen to and make predictions based on evidence.</p>	<p>3.1.8 I/L Make predictions based on evidence.</p>	<p>3.2.8 I/L Make predictions based on evidence.</p>	<p>3.3.8 I/S Make and revise predictions based on evidence.</p>	<p>3.4.8 E/I/S Make and revise predictions based on evidence.</p>

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

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All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>3.5.7 I/L Explain the influence of historical events.</p> <p>I/L Explain the influence of cultures.</p> <p>I/L Explain the influence of time periods.</p> <p>I/L With assistance, compare texts from the same historical period on a single topic.</p>	<p>3.6.7 I/L Compare text from the same historical period written by various authors.</p> <p>I/L Explain the influence of cultures.</p> <p>I/L Explain the influence of time periods.</p> <p>I/L With assistance, make inferences about an author's cultural and historical viewpoints.</p>	<p>3.7.7 I/L Make inferences about an author's cultural and historical viewpoints.</p> <p>I/L Explain the influence of cultures.</p> <p>I/L Explain the influence of time periods.</p>	<p>3.8.7 I/L Analyze the influence of historical events and culture.</p> <p>I/L Analyze the influence of historical events and culture on author's works.</p> <p>I/L With assistance, analyze the influence of an author's work on historical events.</p>	<p>3.12.7 I/L Analyze the influence of historical events and culture.</p> <p>I/L Analyze the influence of historical events and culture on author's works.</p> <p>I/L Analyze the influence of an author's work on historical events.</p>	Cultures and Time Periods
<p>3.5.8 E/I/S Make and revise predictions based on evidence.</p>	<p>3.6.8 E/I/S Make and revise predictions based on evidence.</p>	<p>3.7.8 E/I/S Make and revise predictions based on evidence.</p>	<p>3.8.8 E/I/S Make and revise predictions based on evidence.</p>	<p>3.12.8 I/S Make and revise predictions based on evidence.</p>	Predictions

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Responding to Text	3.K.9 I/L With assistance, make connections to self, other text, and/or the world.	3.1.9 I/L With assistance, make connections to self, other text, and/or the world. I/L With assistance, use information to answer specific questions.	3.2.9 I/L With assistance, make connections to self, other text, and/or the world. I/L Use information to answer specific questions.	3.3.9 I/L Make connections to self, other text, and/or the world. I/L Use information to answer specific questions. I/L With assistance, summarize information.	3.4.9 I/L Make connections to self, other text, and/or the world. I/L Use information to answer specific questions. I/L Summarize information.

Nevada English Language Arts Standards

Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.

All indicators are based on literary text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>3.5.9 I/L Make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p> <p>I/L Summarize information.</p>	<p>3.6.9 I/L Make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p> <p>I/L Summarize information.</p> <p>I/L With assistance, synthesize information.</p>	<p>3.7.9 I/L Make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L With assistance, paraphrase information.</p>	<p>3.8.9 I/L Make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L Paraphrase information.</p>	<p>3.12.9 I/L Make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L Paraphrase information.</p>	<p>Responding to Text</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Text Features	4.K.1 I/L With assistance , listen to and identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles 	4.1.1 I/L With assistance , identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • table of contents 	4.2.1 I/L Identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • table of contents 	4.3.1 I/S Identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps 	4.4.1 I/S Identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps
			I/L With assistance , gain information from <ul style="list-style-type: none"> • glossaries • indices • maps 	I/L Identify the purpose of and gain information from <ul style="list-style-type: none"> • table of contents • glossaries • indices 	I/L Identify the purpose of and gain information from <ul style="list-style-type: none"> • table of contents • glossaries • indices
		I/L With assistance , identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	I/L With assistance , identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words • abbreviations • acronyms 	I/S Identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	I/S Identify and explain the use of <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words
			I/L Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms 	I/L Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms 	I/L Identify and explain the use of <ul style="list-style-type: none"> • abbreviations • acronyms

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>4.5.1 E/I/S Identify the purpose of and gain information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/L Identify the purpose of and gain information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words <p>I/L Identify and explain the use of</p> <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	<p>4.6.1 E/I/S Evaluate information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/L Evaluate information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words <p>I/L Identify and explain the use of</p> <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	<p>4.7.1 E/I/S Evaluate information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/L Evaluate information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words <p>I/L Identify and explain the use of</p> <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	<p>4.8.1 E/I/S Evaluate information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/L Evaluate information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words <p>I/L Identify and explain the use of</p> <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	<p>4.12.1 E/I/S Evaluate information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/L Evaluate information from</p> <ul style="list-style-type: none"> • table of contents • glossaries • indices <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words <p>I/L Identify and explain the use of</p> <ul style="list-style-type: none"> • abbreviations • acronyms • parenthetical expressions 	Text Features

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
	<p>4.K.2 I/L With assistance, identify dialect.</p>	<p>4.1.2 I/L With assistance, identify dialect.</p>	<p>4.2.2 I/L With assistance, identify</p> <ul style="list-style-type: none"> • dialect • slang • alliteration <p>I/L With assistance, identify metaphors.</p>	<p>4.3.2 I/L Identify</p> <ul style="list-style-type: none"> • dialect • slang <p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • alliteration • informal and formal language <p>I/L Identify metaphors.</p> <p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • idioms • similes • personification <p>I/L Identify words and phrases that reveal tone.</p> <p>I/L Identify persuasive and propaganda techniques.</p> <p>I/L With assistance, identify how language creates</p> <ul style="list-style-type: none"> • persuasion • propaganda 	<p>4.4.2 I/L Identify</p> <ul style="list-style-type: none"> • dialect • slang • alliteration • informal and formal language • idioms <p>E/I/S Explain</p> <ul style="list-style-type: none"> • similes • metaphors • personification <p>I/L With assistance, explain how analogies are used.</p> <p>E/I/S Identify words and phrases that reveal tone.</p> <p>I/L Explain how language clarifies ideas and concepts.</p> <p>I/L Identify persuasive and propaganda techniques.</p> <p>I/L With assistance, identify how language creates</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L With assistance, explain how an author uses concrete examples to explain abstract ideas.</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>4.5.2 I/L</p> <p>Identify</p> <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language <p>E/I/S</p> <p>Explain</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S</p> <p>Identify words and phrases that reveal an author’s tone.</p> <p>I/L</p> <p>Explain how language clarifies ideas and concepts.</p> <p>I/L</p> <p>Identify language used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L</p> <p>With assistance, describe how an author uses concrete examples to explain abstract ideas.</p>	<p>4.6.2 I/L</p> <p>Describe the use of</p> <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language <p>E/I/S</p> <p>Explain the use of</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S</p> <p>Identify words and phrases that reveal an author’s tone.</p> <p>I/L</p> <p>Explain how language clarifies ideas and concepts.</p> <p>E/I/S</p> <p>Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L</p> <p>Describe how an author uses concrete examples to explain abstract ideas.</p> <p>I/L</p> <p>With assistance, explain intended and unintended effects of persuasive and/or propaganda techniques on an audience.</p>	<p>4.7.2 I/L</p> <p>Describe the use of</p> <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language <p>E/I/S</p> <p>Explain the use of</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S</p> <p>Explain words and phrases that reveal an author’s tone.</p> <p>I/L</p> <p>Explain how language clarifies ideas and concepts.</p> <p>E/I/S</p> <p>Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L</p> <p>Describe how an author uses concrete examples to explain abstract ideas.</p> <p>E/I/S</p> <p>Explain intended and unintended effects of persuasive and/or propaganda techniques on an audience.</p>	<p>4.8.2 I/L</p> <p>Analyze the use of</p> <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language <p>E/I/S</p> <p>Analyze the use of</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S</p> <p>Explain words and phrases that reveal an author’s tone.</p> <p>I/L</p> <p>Explain how language clarifies ideas and concepts.</p> <p>E/I/S</p> <p>Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L</p> <p>Describe how an author uses concrete examples to explain abstract ideas.</p> <p>E/I/S</p> <p>Analyze intended and unintended effects of persuasive and/or propaganda techniques in various media.</p>	<p>4.12.2 I/L</p> <p>Analyze the use of</p> <ul style="list-style-type: none"> • dialect • slang • idioms • informal and formal language <p>E/I/S</p> <p>Analyze the use of</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S</p> <p>Explain words and phrases that reveal an author’s tone.</p> <p>I/L</p> <p>Explain how language clarifies ideas and concepts.</p> <p>I/S</p> <p>Explain how language is used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda <p>I/L</p> <p>Describe how an author uses concrete examples to explain abstract ideas.</p> <p>I/S</p> <p>Evaluate intended and unintended effects of persuasive and/or propaganda techniques in various media.</p>	<p>Language</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Organizational and Structural Patterns	4.K.3 I/L With assistance , listen to and identify the topic.	4.1.3 I/L Identify the topic.	4.2.3 I/L Explain the topic.	4.3.3 I/L Explain the topic supported by evidence.	4.4.3 I/L Distinguish theme from topic.
			I/L With assistance , identify theme.	I/L With assistance , identify theme.	I/S Identify theme.
	I/L With assistance , listen to and describe the sequential order.	I/L Describe the sequential order.	I/L Describe the sequential order.	I/S Describe sequential and/or chronological order.	I/S Describe sequential and/or chronological order.
		I/L With assistance , describe the chronological order.	I/L Describe the chronological order.	I/S Identify a cause and its effect on events and/or relationships.	E/I/S Explain a cause and its effect on events and/or relationships.
		I/L With assistance , identify cause and effect.	I/L Identify cause and effect.		I/L With assistance , analyze a cause and its effect on events and/or relationships in a text.
		I/L With assistance , identify a cause and its effect on events and/or relationships.	I/L With assistance , identify a cause and its effect on events and/or relationships.		
		I/L With assistance , identify problems and solutions.	I/L With assistance , identify problems and solutions.	I/S Identify a problem and its solution.	E/I/S Explain a problem and its solution.
		I/L With assistance , identify a main idea.	I/L With assistance , identify a main idea based on evidence.	I/S Identify a main idea based on evidence.	I/S Describe a main idea based on evidence.
				I/L With assistance , trace the development of an author's argument, viewpoint, or perspective.	I/L With assistance , compare events.
					I/L With assistance , trace the development of an author's argument, viewpoint, or perspective.

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
4.5.3 I/S Describe a theme based on evidence. I/L Distinguish theme from topic. I/S Describe the importance of sequential and/or chronological order. E/I/S Explain a cause and its effect on events and/or relationships. E/I/S Explain a problem and its solution. I/S Describe a main idea based on evidence. I/L Compare events. I/L With assistance , explain the author's use of organizational structure. E/I/S Trace the development of an author's argument, viewpoint, or perspective.	4.6.3 I/S Describe a theme based on evidence. I/L With assistance , compare themes generated by a single topic. I/S Evaluate the impact of sequential and/or chronological order. E/I/S Evaluate a cause and its effect on events and/or relationships E/I/S Evaluate a problem and its solution. I/S Describe a main idea based on evidence. I/L Compare events. I/L With assistance , explain the author's use of organizational structure. E/I/S Trace the development of an author's argument, viewpoint, or perspective.	4.7.3 I/S Describe a theme based on evidence. I/L Compare themes generated by a single topic. I/S Evaluate the impact of sequential and/or chronological order. E/I/S Evaluate a cause and its effect on events and/or relationships. E/I/S Evaluate a problem and its solution. I/S Describe a main idea based on evidence. I/L Compare events. I/L Explain the author's use of organizational structure. E/I/S Trace the development of an author's argument, viewpoint, and/or perspective.	4.8.3 E/I/S Analyze a theme based on evidence. I/L Compare themes generated by a single topic. I/S Evaluate the impact of sequential and/or chronological order. E/I/S Evaluate a cause and its effect on events and/or relationships E/I/S Evaluate a problem and its solution. I/S Describe a main idea based on evidence. I/L Compare events. I/L Evaluate the author's use of organizational structure. E/I/S Analyze the development of an author's argument, viewpoint, and/or perspective.	4.12.3 I/S Analyze a theme based on evidence. I/L Compare themes generated by a single topic. I/S Evaluate the impact of sequential and/or chronological order. I/S Evaluate a cause and its effect on events and/or relationships I/S Evaluate a problem and its solution. I/S Describe a main idea based on evidence. I/L Compare events. I/L Evaluate the author's use of organizational structure. I/S Evaluate the development of an author's argument, viewpoint, and/or perspective.	Organizational and Structural Patterns

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

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All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Cultures and Times	<p>4.K.4 I/L With assistance, listen to, read, and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>4.1.4 I/L With assistance, listen to, read, and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>4.2.4 I/L Read and discuss text from different</p> <ul style="list-style-type: none"> • cultures • time periods <p>I/L With assistance, compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>4.3.4 I/L Compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods 	<p>4.4.4 I/L Compare text from different</p> <ul style="list-style-type: none"> • cultures • time periods <p>I/L With assistance, explain the influence of historical events and cultures.</p>
Responding to Text	<p>4.K.5 I/L With assistance, make connections to self, other text, and/or the world.</p> <p>I/L With assistance, listen to and use information to answer specific questions.</p>	<p>4.1.5 I/L With assistance, make connections to self, other text, and/or the world.</p> <p>I/L With assistance, use information to answer specific questions.</p>	<p>4.2.5 I/L With assistance, make connections to self, other text, and/or the world.</p> <p>I/L Use information to answer specific questions.</p>	<p>4.3.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L With assistance, develop hypotheses based on information.</p> <p>I/L With assistance, summarize information.</p>	<p>4.4.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L With assistance, develop hypotheses based on information.</p> <p>I/L Summarize information.</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	6	7	8	9-12	
<p>4.5.4 I/L Explain the influence of historical events.</p> <p>I/L Explain the influence of cultures.</p> <p>I/L Explain the influence of time periods.</p> <p>I/L With assistance, compare text from the same historical period on a single topic.</p>	<p>4.6.4 I/L Compare text from the same historical period written by various authors.</p> <p>I/L Explain the influence of cultures.</p> <p>I/L With assistance, make inferences about an author's cultural and historical viewpoints.</p>	<p>4.7.4 I/L Make inferences about an author's culture and historical viewpoints.</p>	<p>4.8.4 I/L Make inferences about an author's culture and historical viewpoints.</p> <p>I/L Analyze the influence of historical events and culture.</p> <p>I/L Analyze the influence of historical events and culture on author's works.</p>	<p>4.12.4 I/L Make inferences about an author's culture and historical viewpoints.</p> <p>I/L Evaluate the influence of historical events and culture.</p> <p>I/L Evaluate the influence of historical events and culture on author's works.</p>	Cultures and Times
<p>4.5.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L Develop hypotheses based on information.</p> <p>I/L Summarize information.</p>	<p>4.6.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L Evaluate hypotheses based on information.</p> <p>I/L Summarize information.</p> <p>I/L With assistance, synthesize information.</p>	<p>4.7.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L Evaluate hypotheses based on information.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L With assistance, paraphrase information.</p>	<p>4.8.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L Evaluate hypotheses based on information.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L Paraphrase information.</p> <p>I/L With assistance, synthesize information from two or more texts.</p>	<p>4.12.5 I/L Make connections to self, other text, and/or the world.</p> <p>I/S Use information to answer specific questions.</p> <p>I/L Evaluate hypotheses based on information.</p> <p>I/L Summarize information.</p> <p>I/L Synthesize information.</p> <p>I/L Paraphrase information.</p> <p>I/L Synthesize information from two or more texts.</p>	Responding to Text

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

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All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
<p>Predictions, Inferences, and Conclusions</p>	<p>4.K.6 I/L With assistance, listen to and make predictions based on evidence.</p> <p>I/L With assistance, listen to and make inferences based on evidence.</p> <p>I/L With assistance, listen to and draw conclusions based on evidence.</p>	<p>4.1.6 I/L With assistance, make predictions based on evidence.</p> <p>I/L With assistance, make inferences based on evidence.</p> <p>I/L With assistance, draw conclusions based on evidence.</p> <p>I/L With assistance, identify facts.</p> <p>I/L With assistance, identify opinions.</p>	<p>4.2.6 I/L Make predictions based on evidence.</p> <p>I/L With assistance, make inferences based on evidence.</p> <p>I/L With assistance, draw conclusions based on evidence.</p> <p>I/L Identify fact and opinion.</p>	<p>4.3.6 I/S Make and revise predictions based on evidence.</p> <p>I/S Make inferences and draw conclusions based on evidence.</p> <p>I/S Distinguish between fact and opinion.</p>	<p>4.4.6 E/I/S Make and revise predictions based on evidence.</p> <p>E/I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L With assistance, analyze the accuracy of facts.</p> <p>I/S Distinguish between fact and opinion.</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>4.5.6 E/I/S Make and revise predictions based on evidence.</p> <p>E/I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L Analyze the accuracy of facts.</p> <p>E/I/S Distinguish between fact and opinion.</p> <p>I/L With assistance, determine accuracy of evidence.</p> <p>I/L With assistance, verify information by referencing other sources.</p>	<p>4.6.6 E/I/S Make and revise predictions based on evidence.</p> <p>E/I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L Analyze the accuracy of facts.</p> <p>E/I/S Evaluate the author’s use of facts and/or opinions.</p> <p>I/L Determine reasonableness and adequacy of evidence.</p> <p>I/L Verify information by referencing other sources.</p>	<p>4.7.6 E/I/S Make and revise predictions based on evidence.</p> <p>E/I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L Analyze the accuracy of facts.</p> <p>E/I/S Evaluate the author’s use of facts and/or opinions.</p> <p>I/L Determine reasonableness and adequacy of evidence.</p> <p>I/L Verify information by referencing other sources.</p>	<p>4.8.6 E/I/S Make and revise predictions based on evidence.</p> <p>E/I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L Analyze the accuracy of facts.</p> <p>E/I/S Evaluate author’s use of facts and/or opinions.</p> <p>I/L Analyze reasonableness and adequacy of evidence.</p> <p>I/L Analyze information from one source by referencing other sources.</p> <p>I/L With assistance, predict events and/or relationships if sequence is altered.</p> <p>I/L With assistance, predict events and/or relationships if chronological order is altered.</p>	<p>4.12.6 I/S Make and revise predictions based on evidence.</p> <p>I/S Make inferences and draw conclusions based on evidence.</p> <p>I/L Analyze the accuracy of facts.</p> <p>I/S Evaluate author’s use of facts and/or opinions.</p> <p>I/L Evaluate reasonableness and adequacy of evidence.</p> <p>I/L Evaluate information from one source by referencing other sources.</p> <p>I/S Predict events and/or relationships if sequence is altered.</p> <p>I/S Predict events and/or relationships if chronological order is altered.</p>	<p>Predictions, Inferences, and Conclusions</p>

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Directions	4.K.7 I/L With assistance , listen to and follow pictorial and written directions to complete tasks.	4.1.7 I/L With assistance , follow pictorial and written directions to complete tasks.	4.2.7 I/L Read and follow directions to complete tasks.	4.3.7 I/L Read and follow directions to complete tasks.	4.4.7 I/L Read and follow directions to complete tasks or procedures.

Nevada English Language Arts Standards

Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.

All indicators are based on expository text.

All indicators are based on grade-appropriate text and skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>4.5.7 I/L Read and follow directions to complete tasks or procedures.</p>	<p>4.6.7 I/L Read and follow directions to complete tasks or procedures.</p> <p>I/L With assistance, evaluate directions to complete tasks or procedures for</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>4.7.7 I/L Read and follow directions to complete tasks or procedures.</p> <p>I/L Evaluate directions to complete tasks or procedures for</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>4.8.7 I/L Read and follow directions to complete tasks or procedures.</p> <p>I/L Evaluate directions to complete tasks or procedures for</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>4.12.7 I/L Read and follow directions to complete tasks or procedures.</p> <p>I/L Evaluate directions to complete tasks or procedures for</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>Directions</p>

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Prewriting	<p>5.K.1 I/L With assistance, use prewriting strategies to plan written work.</p> <p>I/L With assistance, choose and narrow a topic to organize ideas.</p> <p>I/L With assistance, explore a topic to plan written work.</p>	<p>5.1.1 I/L With assistance, use prewriting strategies to plan written work.</p> <p>I/L With assistance, choose and narrow a topic to organize ideas.</p> <p>I/L With assistance, explore a topic to plan written work.</p>	<p>5.2.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L With assistance, choose and narrow a topic to organize ideas.</p> <p>I/L With assistance, explore a topic to plan written work.</p>	<p>5.3.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>	<p>5.4.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>
Drafting	<p>5.K.2 I/L With assistance, draw or communicate ideas in written form.</p>	<p>5.1.2 I/L Draw or communicate ideas in written form.</p> <p>I/L With assistance, draft sentences about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details 	<p>5.2.2 I/L Draft sentences about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details <p>I/L With assistance, draft paragraphs about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details 	<p>5.3.2 I/L Draft paragraphs about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details <p>I/L With assistance, draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • introductions • conclusions 	<p>5.4.2 I/L Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion <p>I/L With assistance, draft multiple paragraph papers about a single topic that address transitions.</p>

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>5.5.1 E/I/S Use prewriting strategies to plan written work.</p> <p>E/I/S Choose and narrow a topic to organize ideas.</p> <p>E/I/S Explore a topic to plan written work.</p>	<p>5.6.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>	<p>5.7.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>	<p>5.8.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>	<p>5.12.1 I/L Use prewriting strategies to plan written work.</p> <p>I/L Choose and narrow a topic to organize ideas.</p> <p>I/L Explore a topic to plan written work.</p>	Prewriting
<p>5.5.2 E/I/S Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>5.6.2 I/L Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>5.7.2 I/L Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>5.8.2 E/I/S Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	<p>5.12.2 E/I/S Draft multiple paragraph papers about a single topic that address</p> <ul style="list-style-type: none"> • audience • purpose • supporting details • introduction • conclusion • transitions 	Drafting

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Revising	5.K.3 I/L With assistance , revise drafts for <ul style="list-style-type: none"> • ideas • voice • audience 	5.1.3 I/L With assistance , revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details 	5.2.3 I/L With assistance , revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency 	5.3.3 I/L With assistance , revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency 	5.4.3 I/L Revise drafts for <ul style="list-style-type: none"> • organization • focused ideas • voice • audience • purpose • relevant details • word choice • sentence fluency

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	Revising
<p>5.5.3 E/I/S</p> <p>Revise drafts for</p> <ul style="list-style-type: none"> • voice • organization • focused ideas • audience • purpose • relevant details • word choice • sentence fluency 	<p>5.6.3 I/L</p> <p>Revise drafts for</p> <ul style="list-style-type: none"> • voice • organization • focused ideas • audience • purpose • relevant details • word choice • sentence fluency 	<p>5.7.3 I/L</p> <p>Revise drafts for</p> <ul style="list-style-type: none"> • voice • organization • focused ideas • audience • purpose • relevant details • word choice • sentence fluency 	<p>5.8.3 E/I/S</p> <p>Revise drafts for</p> <ul style="list-style-type: none"> • voice • organization • focused ideas • audience • purpose • relevant details • word choice • sentence fluency 	<p>5.12.3 E/I/S</p> <p>Revise drafts for</p> <ul style="list-style-type: none"> • voice • organization • focused ideas • audience • purpose • relevant details • word choice • sentence fluency 	

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Editing for Mechanics	5.K.4 I/L Edit to ensure correct spelling of first and last names.	5.1.4 I/L With assistance , edit sentences to ensure correct spelling of <ul style="list-style-type: none"> • high frequency words • content words • patterned words 	5.2.4 I/L Edit sentences to ensure correct spelling of <ul style="list-style-type: none"> • high frequency words • content words • patterned words 	5.3.4 I/L Edit paragraphs to ensure correct spelling of <ul style="list-style-type: none"> • high frequency words • content words • patterned words 	5.4.4 I/L Edit paragraphs and compositions to ensure correct spelling of <ul style="list-style-type: none"> • high frequency words • content words • patterned words
	I/L Edit capitalization for first and last names.	I/L Edit capitalization for <ul style="list-style-type: none"> • first and last names • beginnings of sentences 	I/L Edit capitalization for <ul style="list-style-type: none"> • first and last names • beginnings of sentences • months • days of the week 	I/L Edit capitalization for <ul style="list-style-type: none"> • beginnings of sentences • months • days of the week • proper nouns • initials • titles 	I/L Edit capitalization for <ul style="list-style-type: none"> • beginnings of sentences • months • days of the week • proper nouns • initials • titles • abbreviations
		I/L With assistance , edit capitalization for <ul style="list-style-type: none"> • months • days of the week 	I/L With assistance , edit capitalization for <ul style="list-style-type: none"> • proper nouns • initials • titles 	I/L With assistance , edit capitalization for abbreviations.	
		I/L With assistance , edit punctuation for <ul style="list-style-type: none"> • end punctuation • commas 	I/L Edit punctuation for <ul style="list-style-type: none"> • end punctuation • commas 	I/L Edit punctuation for <ul style="list-style-type: none"> • end punctuation • commas • apostrophes 	I/L Edit punctuation for <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks
		I/L With assistance , edit punctuation for apostrophes.	I/L With assistance , edit punctuation for quotation marks.	I/L With assistance , edit punctuation for <ul style="list-style-type: none"> • abbreviations • colons 	

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>5.5.4 E/I/S Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words <p>E/I/S Edit for correct capitalization.</p> <p>E/I/S Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons <p>I/L With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • hyphens • semicolons 	<p>5.6.4 I/L Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words <p>I/L Edit for correct capitalization.</p> <p>I/L Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons • hyphens <p>I/L With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • semicolons • parentheses 	<p>5.7.4 I/L Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words. • content words <p>I/L Edit for correct capitalization.</p> <p>I/L Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons • hyphens • semicolons • parentheses <p>I/L With assistance, edit punctuation for</p> <ul style="list-style-type: none"> • varied sentence structure 	<p>5.8.4 E/I/S Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words <p>E/I/S Edit for correct capitalization.</p> <p>E/I/S Edit punctuation for</p> <ul style="list-style-type: none"> • end punctuation • commas • apostrophes • quotation marks • abbreviations • colons • hyphens • semicolons • parentheses • varied sentence structure 	<p>5.12.4 E/I/S Edit essays and compositions to ensure correct spelling of</p> <ul style="list-style-type: none"> • high frequency words • content words <p>E/I/S Edit for correct capitalization.</p> <p>E/I/S Edit for correct use of internal and external punctuation.</p>	<p>Editing for Mechanics</p>

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Editing for Usage of Words	<p>5.K.5 I/L With assistance, edit for correct use of nouns.</p>	<p>5.1.5 I/L With assistance, edit for correct use of</p> <ul style="list-style-type: none"> nouns verbs pronouns 	<p>5.2.5 I/L With assistance, edit for correct use of</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses 	<p>5.3.5 I/L Edit for correct use of</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses <p>I/L With assistance, edit for correct use of adverbs.</p>	<p>5.4.5 I/L Edit for correct use of</p> <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs <p>I/L With assistance, edit for correct use of</p> <ul style="list-style-type: none"> clauses phrases pronoun/antecedent agreement
Editing for Sentence Structure	<p>5.K.6 I/L With assistance, edit sentence structure for complete sentences.</p>	<p>5.1.6 I/L Edit sentence structure for complete sentences.</p>	<p>5.2.6 I/L Edit sentence structure for complete sentences.</p> <p>I/L With assistance, edit sentences for combining sentences.</p>	<p>5.3.6 I/L Edit sentences for</p> <ul style="list-style-type: none"> complete sentences combining sentences <p>I/L With assistance, edit sentences for</p> <ul style="list-style-type: none"> compound sentences complex sentences 	<p>5.4.6 I/L Edit sentences for</p> <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences <p>I/L With assistance, edit sentences for the elimination of</p> <ul style="list-style-type: none"> fragments run-ons

Nevada English Language Arts Standards
 Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
5.5.5 E/I/S Edit for correct use of <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs clauses phrases pronoun/antecedent agreement 	5.6.5 I/L Edit for correct use of <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs clauses phrases pronoun/antecedent agreement I/L With assistance , edit for correct use of pronoun case.	5.7.5 I/L Edit for correct use of <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs clauses phrases pronoun/antecedent agreement pronoun case 	5.8.5 E/I/S Edit for correct use of <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs clauses phrases pronoun/antecedent agreement pronoun case 	5.12.5 E/I/S Edit for correct use of <ul style="list-style-type: none"> nouns verbs pronouns adjectives subject/verb agreement verb tenses adverbs clauses phrases pronoun/antecedent agreement pronoun case 	Editing for Usage of Words
5.5.6 E/I/S Edit sentences for <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences E/I/S Edit sentences for the elimination of <ul style="list-style-type: none"> fragments run-ons 	5.6.6 I/L Edit sentences for <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences I/L Edit sentences for the elimination of <ul style="list-style-type: none"> fragments run-ons I/L With assistance , edit sentences for compound-complex sentences.	5.7.6 I/L Edit sentences for <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences compound-complex sentences I/L Edit sentences for the elimination of <ul style="list-style-type: none"> fragments run-ons 	5.8.6 E/I/S Edit sentences for <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences compound-complex sentences E/I/S Edit sentences for the elimination of <ul style="list-style-type: none"> fragments run-ons 	5.12.6 E/I/S Edit sentences for <ul style="list-style-type: none"> complete sentences combining sentences compound sentences complex sentences compound-complex sentences E/I/S Edit sentences for the elimination of <ul style="list-style-type: none"> fragments run-ons 	Editing for Sentence Structure

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Publishing	<p>5.K.7 I/L Create a final draft through writing, drawing, or dictation.</p>	<p>5.1.7 I/L Prepare a legible final draft to display or share.</p>	<p>5.2.7 I/L Prepare a legible final draft to display or share.</p>	<p>5.3.7 I/L Prepare a legible final draft to display or share.</p>	<p>5.4.7 I/L Prepare a legible final draft to display or share. I/L With assistance, select a publishing format appropriate to the audience and purpose.</p>

Nevada English Language Arts Standards

Content Standard 5.0 Students write a variety of texts using the writing process.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>5.5.7 E/I/S Prepare a legible final draft to display or share.</p> <p>I/L Select a publishing format appropriate to the audience and purpose.</p>	<p>5.6.7 I/L Prepare a legible final draft to display or share.</p> <p>I/L Select a publishing format appropriate to the audience and purpose.</p>	<p>5.7.7 I/L Prepare a legible final draft to display or share.</p> <p>I/L Select a publishing format appropriate to the audience and purpose.</p>	<p>5.8.7 E/I/S Prepare a legible final draft to display or share.</p> <p>I/L Select a publishing format appropriate to the audience and purpose.</p>	<p>5.12.7 E/I/S Prepare a legible final draft to display or share.</p> <p>I/L Select a publishing format appropriate to the audience and purpose.</p>	<p>Publishing</p>

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Expository	<p>6.K.1 I/L With assistance, draw or write to communicate.</p>	<p>6.1.1 I/L Draw or write to communicate.</p> <p>I/L With assistance, write sentences using a topic sentence</p> <ul style="list-style-type: none"> • generated by the teacher • generated by the student 	<p>6.2.1 I/L Write sentences using a topic sentence</p> <ul style="list-style-type: none"> • generated by the teacher • generated by the student <p>I/L With assistance, write paragraphs which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement 	<p>6.3.1 I/L Write paragraphs which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement <p>I/L With assistance, write multiple-paragraph papers which include</p> <ul style="list-style-type: none"> • beginning, middle, and end • a thesis statement 	<p>6.4.1 I/L Write multiple-paragraph papers which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end <p>I/L With assistance, write multiple-paragraph papers which include</p> <ul style="list-style-type: none"> • a thesis statement • transitions

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate text and skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>6.5.1 E/I/S Write essays and compositions which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end • a thesis statement • transitions <p style="text-align: center;">I/L</p> <p>With assistance, write essays and compositions using patterns of organization including</p> <ul style="list-style-type: none"> • compare and contrast • cause and effect 	<p>6.6.1 I/L Write essays and compositions which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end • a thesis statement • transitions <p style="text-align: center;">I/L</p> <p>With assistance, write essays and compositions using patterns of organization including</p> <ul style="list-style-type: none"> • compare and contrast • cause and effect 	<p>6.7.1 I/L Write essays and compositions which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end • a thesis statement • transitions <p style="text-align: center;">I/L</p> <p>Write essays and compositions using patterns of organization including</p> <ul style="list-style-type: none"> • compare and contrast • cause and effect <p style="text-align: center;">I/L</p> <p>With assistance, write essays and compositions that use various organizational structures and stylistic devices.</p>	<p>6.8.1 E/I/S Write essays and compositions which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end • a thesis statement • transitions <p style="text-align: center;">E/I/S</p> <p>Write essays and compositions that use various organizational structures and stylistic devices.</p>	<p>6.12.1 E/I/S Write essays and compositions which include</p> <ul style="list-style-type: none"> • a topic sentence • supporting details • a concluding statement • a beginning, middle, and end • a thesis statement • transitions <p style="text-align: center;">E/I/S</p> <p>Write essays and compositions that use various organizational structures and stylistic devices.</p>	<p>Expository</p>

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Narrative/Descriptive	6.K.2 I/L Draw or write about familiar experiences and/or events.	6.1.2 I/L Draw or write about familiar experiences and/or events.	6.2.2 I/L Write sentences about experiences and/or events appropriate to audience and purpose.	6.3.2 I/L Write paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> • logical sequence • character • setting 	6.4.2 I/L Write multiple paragraph papers about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue
	I/L With assistance , write sentences about experiences and/or events appropriate to audience and purpose.	I/L With assistance , write sentences about experiences and/or events appropriate to audience and purpose.	I/L With assistance , write paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> • logical sequence • character • setting. 	I/L With assistance , write paragraphs about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> • plot • dialogue 	I/L With assistance , write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include <ul style="list-style-type: none"> • figurative language • sensory details

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>6.5.2 E/I/S Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue • figurative language • sensory details 	<p>6.6.2 I/L Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue • figurative language • sensory details 	<p>6.7.2 I/L Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue • figurative language • sensory details 	<p>6.8.2 E/I/S Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue • figurative language • sensory details 	<p>6.12.2 E/I/S Write multiple-paragraph papers about experiences and/or events appropriate to audience and purpose that include</p> <ul style="list-style-type: none"> • logical sequence • characters • setting • plot • dialogue • figurative language • sensory details 	<p>Narrative/Descriptive</p>

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Poetry	6.K.3 I/L Listen to and discuss poetry.	6.1.3 I/L Listen to and discuss poetry. I/L With assistance , write poetry.	6.2.3 I/L Write poetry.	6.3.3 I/L Write poetry.	6.4.3 I/L Write poetry.
Responses to Literature	6.K.4 I/L With assistance , draw and/or write responses to text.	6.1.4 I/L Write responses to literary text.	6.2.4 I/L Write responses to literary text.	6.3.4 I/L Write responses to literary text. I/L With assistance , summarize information. I/L With assistance , write responses that demonstrate an understanding of setting.	6.4.4 I/L Write responses that demonstrate an understanding of setting. I/L Summarize information. I/L With assistance , write responses that demonstrate an understanding of character development and motivation.

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
6.5.3 I/L Write poetry.	6.6.3 I/L Write poetry.	6.7.3 I/L Write poetry.	6.8.3 I/L Write poetry.	6.12.3 I/L Write poetry.	Poetry
6.5.4 I/L Write responses that demonstrate an understanding of character development and motivation. I/L Summarize information. I/L With assistance , write responses that demonstrate an understanding of plot in literary selections.	6.6.4 I/L Write responses that demonstrate an understanding of plot in literary selections. I/L Summarize information. I/L With assistance , write responses that demonstrate an understanding of character and setting.	6.7.4 I/L Write responses that demonstrate an understanding of plot, character, and setting. I/L Summarize information. I/L With assistance , write responses that make connections with other text, experiences, or ideas.	6.8.4 I/L Write responses that make connections with other text, experiences, or ideas. I/L Summarize information. I/L With assistance , write literary analyses.	6.12.4 I/L Write literary analyses. I/L Summarize information.	Responses to Literature

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Responses to Expository Text	6.K.5 I/L With assistance , draw and/or write responses to expository text.	6.1.5 I/L Write responses to expository text.	6.2.5 I/L Write responses to expository text.	6.3.5 I/L Write responses to expository text. I/L With assistance , write responses that use specific details from text.	6.4.5 I/L Write responses that use specific details from text. I/L With assistance , write responses that analyze the elements of exposition and their effects on text.
Persuasive	6.K.6 I/L With assistance , draw or communicate an opinion.	6.1.6 I/L Draw or communicate an opinion. I/L With assistance , write an opinion statement.	6.2.6 I/L Write an opinion statement. I/L With assistance , write persuasive paragraphs that include supporting evidence.	6.3.6 I/L Write an opinion statement. I/L With assistance , write persuasive paragraphs that include supporting evidence. I/L With assistance , write persuasive essays and compositions that include supporting evidence.	6.4.6 I/L Write persuasive paragraphs that include supporting evidence. I/L With assistance , write persuasive essays and compositions that include <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>6.5.5 I/L Write responses that analyze the elements of exposition.</p>	<p>6.6.5 I/L Write responses that analyze the elements of exposition.</p> <p>I/L With assistance, write responses that demonstrate an understanding of expository text supported by evidence.</p>	<p>6.7.5 I/L Write responses that demonstrate an understanding of expository text supported by evidence.</p> <p>I/L With assistance, write responses that make connections with other texts, experiences, or ideas.</p>	<p>6.8.5 I/L Write responses that make connections with other texts, experiences, or ideas.</p> <p>I/L With assistance, write analyses of expository text that addresses effectiveness of the writing technique.</p>	<p>6.12.5 I/L Write analyses of expository text that addresses effectiveness of the writing technique.</p>	Responses to Expository Text
<p>6.5.6 E/I/S Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence 	<p>6.6.6 I/L Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence <p>I/L With assistance, write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • cause/effect structure <p>I/L With assistance, write persuasive essays appropriate to audience and purpose.</p>	<p>6.7.6 I/L Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence • cause/effect structure <p>I/L With assistance, write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • problem/solution structure • rhetorical strategies <p>I/L Write persuasive essays appropriate to audience and purpose.</p>	<p>6.8.6 E/I/S Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence • cause/effect structure • problem/solution structure • rhetorical strategies <p>E/I/S Write persuasive essays and compositions appropriate to audience and purpose.</p>	<p>6.12.6 E/I/S Write persuasive essays and compositions that include</p> <ul style="list-style-type: none"> • a thesis statement • supporting evidence • relevant evidence • cause/effect structure • problem/solution structure • rhetorical strategies <p>E/I/S Write persuasive essays and compositions appropriate to audience and purpose.</p>	Persuasive

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Personal & Professional Communication	6.K.7 I/L With assistance , draw and/or write personal messages.	6.1.7 I/L With assistance , write friendly letters following an established format.	6.2.7 I/L Write friendly letters following an established format.	6.3.7 I/L Write friendly letters following an established format.	6.4.7 I/L Write friendly letters following an established format. I/L With assistance , write business and professional letters using an established format. I/L With assistance , write a variety of communications in appropriate formats.
Directions			6.2.8 I/L With assistance , write directions to complete tasks.	6.3.8 I/L Write directions to complete tasks.	6.4.8 I/L Write directions to complete tasks or procedures.

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>6.5.7 I/L Write a variety of communications in appropriate formats.</p>	<p>6.6.7 I/L Write a variety of communications in appropriate formats.</p>	<p>6.7.7 I/L Write a variety of communications in appropriate formats.</p>	<p>6.8.7 I/L Write a variety of communications in appropriate formats.</p>	<p>6.12.7 I/L Write a variety of communications in appropriate formats.</p>	<p>Professional & Personal Communication</p>
<p>6.5.8 I/L Write directions to complete tasks or procedures.</p> <p>I/L With assistance, write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>6.6.8 I/L Write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>6.7.8 I/L Write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features. 	<p>6.8.8 I/L Write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>6.12.8 I/L Write directions to complete tasks or procedures with attention to</p> <ul style="list-style-type: none"> • clarity • format • technical vocabulary • text features 	<p>Directions</p>

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Research	<p>6.K.9 I/L With assistance, discuss, write, and/or draw to</p> <ul style="list-style-type: none"> • formulate a question • record information • answer a research question 	<p>6.1.9 I/L With assistance, write sentences to</p> <ul style="list-style-type: none"> • formulate a question • record information • answer a research question 	<p>6.2.9 I/L Write sentences that</p> <ul style="list-style-type: none"> • formulate a question • record information • answer a research question 	<p>6.3.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • formulating and recording questions • identifying and collecting information • recording information from sources • organizing collected information • documenting sources 	<p>6.4.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • formulating and recording questions • identifying and collecting information • recording information from sources • paraphrasing and summarizing information • organizing collected information • documenting sources
	<p>I/L With assistance, identify</p> <ul style="list-style-type: none"> • title • author 	<p>I/L Identify</p> <ul style="list-style-type: none"> • title • author 	<p>I/L Identify</p> <ul style="list-style-type: none"> • title • author 	<p>I/L With assistance, summarize information.</p>	<p>I/L With assistance, demonstrate an understanding of the difference between original works and plagiarized works.</p>

Nevada English Language Arts Standards

Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>6.5.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating and collecting information from primary and secondary sources • recording information • paraphrasing and summarizing information • organizing collected information • documenting sources using a given format <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L With assistance, evaluate credibility of resources.</p>	<p>6.6.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating and collecting information from primary and secondary sources • recording information • paraphrasing and summarizing information • organizing collected information • documenting sources using a given format <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L With assistance, evaluate credibility of resources.</p>	<p>6.7.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating, collecting, and analyzing information from primary and secondary sources • recording information • paraphrasing and summarizing information • organizing collected information • documenting sources using a given format <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L Evaluate credibility of resources.</p>	<p>6.8.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating, collecting, and analyzing information from primary and secondary sources • recording information • paraphrasing and summarizing information • organizing collected information • documenting and citing sources in a consistent format <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L Evaluate credibility of resources.</p>	<p>6.12.9 I/L Write research papers by</p> <ul style="list-style-type: none"> • choosing and narrowing a research topic • locating, collecting, and analyzing information from primary and secondary sources • recording information • paraphrasing and summarizing information • organizing collected information • documenting and citing sources in a consistent format <p>I/L Demonstrate an understanding of the difference between original works and plagiarized works.</p> <p>I/L Evaluate credibility of resources.</p>	Research

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Message	<p>7.K.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions 	<p>7.1.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions 	<p>7.2.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions 	<p>7.3.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions 	<p>7.4.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions
	<p>I/L With assistance, listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages 	<p>I/L With assistance, listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages 	<p>I/L With assistance, listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages • mood • tone 	<p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages • mood • tone 	<p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • purpose • messages • mood • tone

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>7.5.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L With assistance, listen for and explain the effect of the speaker's attitude on audience.</p> <p>I/L With assistance, listen for and identify persuasive techniques.</p>	<p>7.6.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L Listen for and explain the effect of the speaker's attitude on audience.</p>	<p>7.7.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L Listen for and evaluate the effect of the speaker's attitude on audience.</p>	<p>7.8.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L Listen for and evaluate the effect of the speaker's attitude on audience.</p>	<p>7.12.1 I/L Listen for a variety of purposes including</p> <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions <p>I/L Listen for and identify</p> <ul style="list-style-type: none"> • main idea • mood • purpose • messages • tone • persuasive techniques <p>I/L Listen for and distinguish fact from opinion.</p> <p>I/L Listen for and summarize ideas and supporting details.</p> <p>I/L Listen for and evaluate the effect of the speaker's attitude on audience.</p>	<p>Message</p>

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Content and Delivery	7.K.2 I/L Listen to and respond to oral communication.	7.1.2 I/L Listen to and respond to oral communication.	7.2.2 I/L Listen to and respond to oral communication.	7.3.2 I/L Listen to and respond to oral communication. I/L With assistance , listen to and evaluate content of oral communications.	7.4.2 I/L Listen to and evaluate content of oral communications. I/L With assistance , listen to and evaluate oral communications for <ul style="list-style-type: none"> • delivery • point of view • ideas

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>7.5.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas <p>I/L With assistance, listen to and evaluate the purpose and value of oral communications.</p>	<p>7.6.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value <p>I/L With assistance, listen for and evaluate public speaking techniques.</p> <p>I/L With assistance, evaluate the logic of a speaker’s argument(s).</p>	<p>7.7.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value <p>I/L Listen for and evaluate public speaking techniques.</p> <p>I/L Listen to and evaluate the logic of a speaker’s argument(s).</p> <p>I/L With assistance, provide constructive feedback on oral communications.</p>	<p>7.8.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value <p>I/L Listen for and evaluate the use of public speaking techniques.</p> <p>I/L Listen to and evaluate the logic of a speaker’s argument(s).</p> <p>I/L Listen to and provide constructive feedback on oral communications.</p>	<p>7.12.2 I/L Listen to and evaluate oral communications for</p> <ul style="list-style-type: none"> • content • delivery • point of view • ideas • purpose • value <p>I/L Listen for and evaluate the use of public speaking techniques.</p> <p>I/L Listen to and evaluate the logic of a speaker’s argument(s).</p> <p>I/L Listen to and provide constructive feedback on oral communications.</p>	<p>Content and Delivery</p>

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Vocabulary Development	7.K.3 I/L Expand vocabulary through listening.	7.1.3 I/L Expand vocabulary through listening.	7.2.3 I/L Expand vocabulary through listening.	7.3.3 I/L Expand vocabulary through listening.	7.4.3 I/L Expand vocabulary through listening.
Language	7.K.4 I/L With assistance , listen for and identify dialect. I/L With assistance , listen for and identify the use of formal and informal language.	7.1.4 I/L With assistance , listen for and identify dialect. I/L With assistance , listen for and identify the use of formal and informal language.	7.2.4 I/L Listen for and identify dialect. I/L Listen for and identify the use of formal and informal language. I/L With assistance , listen for and identify social and academic language.	7.3.4 I/L Listen for and identify dialect. I/L Listen for and identify the use of formal and informal language. I/L With assistance , listen for and identify social and academic language.	7.4.4 I/L Listen for and identify dialect and slang. I/L Listen for and identify the use of formal and informal language. I/L Listen for and identify social and academic language.

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>7.5.3 I/L Expand vocabulary through listening.</p>	<p>7.6.3 I/L Expand vocabulary through listening.</p>	<p>7.7.3 I/L Expand vocabulary through listening.</p>	<p>7.8.3 I/L Expand vocabulary through listening.</p>	<p>7.12.3 I/L Expand vocabulary through listening.</p>	Vocabulary Development
<p>7.5.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	<p>7.6.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	<p>7.7.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	<p>7.8.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	<p>7.12.4 I/L Listen for and identify dialect and slang.</p> <p>I/L Listen for and identify the use of formal and informal language.</p> <p>I/L Listen for and distinguish between social and academic language.</p>	Language

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Conversations and Group Discussions	7.K.5 I/L Actively listen to a speaker.	7.1.5 I/L Actively listen to a speaker.	7.2.5 I/L Actively listen to a speaker.	7.3.5 I/L Actively listen to a speaker.	7.4.5 I/L Actively listen to a speaker.
	I/L Listen to and participate in conversations.	I/L Listen to and participate in conversations.	I/L Listen to and participate in conversations.	I/L Listen to and participate in conversations. I/L With assistance , listen to and evaluate constructive feedback. I/L With assistance , provide constructive feedback.	I/L Listen to and participate in conversations. I/L Listen to and evaluate constructive feedback. I/L Provide constructive feedback. I/L With assistance , focus attention to solve problems by identifying, synthesizing, and evaluating data.

Nevada English Language Arts Standards

Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker’s purpose, and audience appropriateness.

All indicators are based on grade-appropriate skills.

All indicators are used to aid comprehension.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>7.5.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L Listen to and evaluate constructive feedback.</p> <p>I/L Provide constructive feedback.</p> <p>I/L Focus attention to solve problems by identifying, synthesizing, and evaluating data.</p>	<p>7.6.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L Listen to and evaluate constructive feedback.</p> <p>I/L Provide constructive feedback.</p> <p>I/L Focus attention to solve problems by identifying, synthesizing, and evaluating data.</p>	<p>7.7.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L Listen to and evaluate constructive feedback.</p> <p>I/L Provide constructive feedback.</p> <p>I/L Focus attention to solve problems by identifying, synthesizing, and evaluating data.</p>	<p>7.8.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L Listen to and evaluate constructive feedback.</p> <p>I/L Provide constructive feedback.</p> <p>I/L Focus attention to solve problems by identifying, synthesizing, and evaluating data.</p>	<p>7.12.5 I/L Actively listen to oral communications.</p> <p>I/L Listen to and participate in conversations.</p> <p>I/L Listen to and evaluate constructive feedback.</p> <p>I/L Provide constructive feedback.</p> <p>I/L Focus attention on a speaker to solve problems by identifying, synthesizing, and evaluating data.</p>	<p>Conversations and Group Discussions</p>

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Giving Directions	8.K.1 I/L With assistance , give directions to complete tasks. I/L With assistance , ask questions to clarify directions.	8.1.1 I/L With assistance , give directions to complete tasks. I/L With assistance , ask questions to clarify directions.	8.2.1 I/L Give directions to complete tasks. I/L Ask questions to clarify directions.	8.3.1 I/L Give directions to complete tasks. I/L Ask questions to clarify directions.	8.4.1 I/L Give directions to complete tasks. I/L Ask questions to clarify directions.
Language	8.K.2 I/L Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas I/L With assistance , apply Standard English to communicate ideas.	8.1.2 I/L Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas I/L With assistance , apply Standard English to communicate ideas.	8.2.2 I/L Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas I/L With assistance , apply Standard English to communicate ideas.	8.3.2 I/L Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas I/L Apply Standard English to communicate ideas.	8.4.2 I/L Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas I/L Apply Standard English to communicate ideas.

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>8.5.1 I/L Give directions to complete tasks.</p> <p>I/L Ask questions to clarify directions.</p>	<p>8.6.1 I/L Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> • clarity • technical vocabulary <p>I/L Ask questions to clarify directions.</p>	<p>8.7.1 I/L Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> • clarity • technical vocabulary <p>I/L Ask questions to clarify directions.</p>	<p>8.8.1 I/L Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> • clarity • technical vocabulary <p>I/L Ask questions to clarify directions.</p>	<p>8.12.1 I/L Give directions to complete tasks or procedures with a focus on</p> <ul style="list-style-type: none"> • clarity • technical vocabulary <p>I/L Ask questions to clarify directions.</p>	Giving Directions
<p>8.5.2 I/L Use precise language to describe</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>I/L Apply Standard English to communicate ideas.</p>	<p>8.6.2 I/L Use precise language to describe</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>I/L Apply Standard English to communicate ideas.</p>	<p>8.7.2 I/L Use precise language to describe and elicit</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>I/L Apply Standard English to communicate ideas.</p>	<p>8.8.2 I/L Use precise language to describe and elicit</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>I/L Apply Standard English to communicate ideas.</p>	<p>8.12.2 I/L Use precise language to describe and elicit</p> <ul style="list-style-type: none"> • feelings • experiences • observations • ideas <p>I/L Apply Standard English to communicate ideas.</p>	Language

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4	
Presentations	8.K.3 I/L Speak clearly with prosody.	8.1.3 I/L Speak clearly with prosody.	8.2.3 I/L Speak clearly with prosody.	8.3.3 I/L Use public speaking techniques to deliver presentations with appropriate	8.4.3 I/L Use public speaking techniques to deliver presentations with appropriate	
	I/L Communicate personal experiences and retell stories.	I/L Communicate information in small and large groups.	I/L With assistance , use public speaking techniques to deliver presentations with appropriate <ul style="list-style-type: none"> • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	
		I/L With assistance , communicate information that maintains a clear focus.	I/L Communicate information by maintaining a clear focus.	I/L Communicate information by illustrating information with media aids.	I/L Communicate information by illustrating information with media aids.	I/L Communicate information by illustrating information with media aids.
	I/L Communicate a statement that expresses an opinion.	I/L Communicate statements that express an opinion.	I/L Communicate statements that express an opinion.	I/L Communicate statements that express an opinion.	I/L Communicate statements that express an opinion.	I/L Communicate statements that express an opinion.
			I/L With assistance , defend a position using evidence.	I/L With assistance , defend a position using evidence.	I/L Defend a position using evidence.	

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>8.5.3 I/L Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<p>8.6.3 I/L Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<p>8.7.3 I/L Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<p>8.8.3 I/L Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<p>8.12.3 I/L Use public speaking techniques to deliver presentations with appropriate</p> <ul style="list-style-type: none"> • prosody • volume • eye contact • enunciation • posture • expressions • audience • purpose 	<p>Presentations</p>
<p>I/L Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids 	<p>I/L Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids 	<p>I/L Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids 	<p>I/L Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids 	<p>I/L Communicate information by</p> <ul style="list-style-type: none"> • maintaining a clear focus • following a logical sequence • illustrating information with media aids 	
<p>I/L Communicate statements that express an opinion.</p>	<p>I/L Communicate statements that express an opinion.</p>	<p>I/L Communicate statements that express an opinion.</p>	<p>I/L Communicate statements that express an opinion.</p>	<p>I/L Communicate statements that express an opinion.</p>	
<p>I/L Defend a position using evidence.</p>	<p>I/L Defend a position using evidence.</p>	<p>I/L Defend a position using evidence.</p>	<p>I/L Defend a position applying logic and citing evidence.</p>	<p>I/L Defend a position applying logic and citing evidence.</p>	

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

	K	1	2	3	4
Group Discussions	8.K.4 I/L Participate in group discussions following the turn-taking process.	8.1.4 I/L Participate in group discussions following the turn-taking process.	8.2.4 I/L Participate in group discussions following the turn-taking process.	8.3.4 I/L Contribute to conversations and discussions about a given topic.	8.4.4 I/L Contribute to conversations and discussions about a given topic.
	I/L Participate in group discussions by asking and answering relevant questions.	I/L Ask relevant questions to clarify and gather information.	I/L Ask relevant questions to clarify and gather information.	I/L Respond to conversations and discussions about a given topic. I/L Ask relevant questions to clarify information. I/L With assistance , take a leadership role in conversations and discussions.	I/L Respond to questions to clarify and extend ideas. I/L Ask relevant questions to clarify information. I/L With assistance , take a leadership role in conversations and discussions. I/L With assistance distinguish between relevant and irrelevant information.

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
<p>8.5.4 I/L Contribute to conversations and discussions about a given topic.</p> <p>I/L Respond to questions to clarify and extend ideas.</p> <p>I/L Ask relevant questions to clarify information and extend ideas.</p> <p>I/L Take a leadership role in conversations and discussions.</p> <p>I/L Distinguish between relevant and irrelevant information.</p>	<p>8.6.4 I/L Contribute to conversations and discussions about a given topic.</p> <p>I/L Respond to questions to clarify and extend ideas.</p> <p>I/L Ask relevant questions to clarify information and extend ideas.</p> <p>I/L Take a leadership role in conversations and discussions.</p> <p>I/L Distinguish between relevant and irrelevant information.</p> <p>I/L With assistance, negotiate to arrive at consensus by proposing and examining possible options.</p>	<p>8.7.4 I/L Provide constructive feedback when participating in conversations and discussions.</p> <p>I/L Respond to questions to generate possible solutions to a problem.</p> <p>I/L Ask relevant questions to clarify information and extend ideas.</p> <p>I/L Take a leadership role in conversations and discussions.</p> <p>I/L Distinguish between relevant and irrelevant information.</p> <p>I/L With assistance, negotiate to arrive at consensus by proposing and examining possible options.</p>	<p>8.8.4 I/L Provide constructive feedback using established criteria.</p> <p>I/L Respond to questions with specific evidence in support of an opinion.</p> <p>I/L Ask relevant questions to generate possible solutions to a problem.</p> <p>I/L Take a leadership role in conversations and discussions.</p> <p>I/L Distinguish between relevant and irrelevant information.</p> <p>I/L Negotiate to arrive at consensus by proposing and examining possible options.</p>	<p>8.12.4 I/L Participate in conversations to solve problems by identifying, synthesizing, and evaluating data.</p> <p>I/L Respond to questions with specific evidence in support of an opinion.</p> <p>I/L Ask relevant questions to generate possible solutions to a problem.</p> <p>I/L Take a leadership role in conversations and discussions.</p> <p>I/L Distinguish between relevant and irrelevant information.</p> <p>I/L Negotiate to arrive at consensus by proposing and examining possible options.</p>	<p>Group Discussions</p>

Nevada English Language Arts Standards

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.

All indicators are based on grade-appropriate skills.

At a minimum, students will maintain previously-learned skills and attain the following:

5	6	7	8	9-12	
					Phonology

English Language Arts Glossary

* Additional definitions can be found in the Achievement Indicators document.

Academic Language: The language of a particular discipline

Acronyms: A word formed from the initial letters of a name (e.g., IRA – International Reading Association)

Affixes: One or more sounds or letters attached to the beginning or end of a word or base; also known as prefixes or suffixes

After Reading Strategies: A systematic plan to help students effectively comprehend text (e.g., identify main ideas, themes, and summarize)

Alliteration: Repetition of the same letter or sound at the beginning of two or more consecutive words near one another (e.g., *fly o'er waste fens and windy fields*)

Allusion: A direct or implied reference to literary, scientific, or historical people, places, events, or aspects of culture

Alphabetic Order: The order of the alphabet. It is widely used in the classification and ordering of lists, as well as in numerous official documents and communications

Analogy: A comparison used to explain an idea or support an argument (e.g., an analogy for how a government works might be a family)

Analyze: The process or result of identifying the parts of a whole and their relationships to one another

Antagonist: A character that opposes the hero(ine); villain

Antecedent: A word, phrase, or clause to which a pronoun refers

Antonym: A word opposite in meaning to another (e.g., hot and cold)

Apostrophe: A punctuation mark that is used to: 1) to form possessives of nouns 2) to show the omission of letters 3) to indicate certain plurals of lowercase letters

Appositive: A word or phrase that renames the noun or pronoun before it (e.g., John, *an experienced teacher*, serves on several curriculum committees.)

Audience: The intended target group of a message

Author's Purpose: Refers to the reasons an author has for writing something (e.g., to entertain, to inform, to persuade or, to express opinions)

Automaticity: Fluent processing of information that requires little effort or attention

Base Words: A word to which affixes may be added to create related words (e.g., teach in reteach or teaching)

Before Reading Strategies: A systematic plan that gives the students an opportunity to think about segments of a short story, chapter, or poem that leads to prediction or inference.

Blends: Two or more consecutive consonants that begin a syllable with a minimal change in those sounds (e.g., /bl/ in blend)

Business Letter: A letter that follows a standard business format (e.g., block, semi-block)

Character Traits: Qualities to describe the character

There are two major types of character traits:

Personality Character Trait: All the qualities and traits that distinguish one character from others (e.g., sarcasm, humor)

Physical Character Trait: Quality of or relating to the body (e.g., height, hair color)

Characterization: The techniques an author uses to create a character through actions, thoughts, dialogue, description, or how other characters react to that character

Chronological Order: A record of events arranged in the order in which they happen

Citation: The act of citing or quoting a reference to an authority or a precedent; using a standard acceptable style or manual (e.g., MLA or APA)

Clarity: The condition or quality of being clear; easily understood

Clause: A group of words with a subject and a predicate used to form either a part or a whole sentence

Climax: A turning point in the development of the plot

Colon: A punctuation mark used after a word that introduces a quotation, explanation, example, or series

Compare: To examine so as to note similarities or differences of

Compound-Complex Sentence: A sentence made up of a compound sentence (two or more independent clauses) and one or more subordinate clauses (see dependent clause)

Complex Sentence: A sentence that contains an independent clause and one or more subordinate clause(s) (see dependent clause)

Compound Sentence: A sentence with two or more independent clauses joined by a coordinating conjunction (for, and, not, but, or, yet, so) or a semicolon

Compound Word: A combination of two or more words that function as a single unit of meaning

Concluding Sentence: The final sentence of a paragraph that may summarize or draw a conclusion

Conclusion: A decision reached after careful study and synthesis of facts, observations, arguments, and opinions. Conclusions are not mere opinions or guesses; they are decisions reached after carefully weighing the evidence

Conflict: A struggle between opposing forces (e.g., man vs. man, man vs. self, man vs. nature, man vs. society)

Conjunction: A word used to connect words, phrase, clauses, or sentences. (e.g., and, or, but)

Connotation: The attitudes and feelings associated with a word

Content Vocabulary: Vocabulary specific to a subject area (e.g., biology)

Context Clue: Information from the immediate textual setting that helps the reader comprehend the meaning of a word or a phrase

Credibility of Sources: The degree to which a source can be believed (e.g., respected newspaper, journal, or well-published author)

Culture: The customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to a people

Declarative Sentences: Sentences that make statements (e.g., "Becky is a student.")

Decode: To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning

Denotation: The literal or dictionary meaning of a word

Dialect: A social or regional variety of a particular language with phonological, grammatical, and lexical patterns that distinguish it from other varieties.

Dialogue: Conversation between two or more characters or between a character and something else

Digraphs: Two letters that represent one speech sound (e.g., *ch* for /ch/ in *chin* or *ea* for /e/ in *bread*)

Diphthongs: A vowel sound produced when the tongue glides from one vowel sound toward another vowel or semi-vowel sound in the same syllable (e.g., *bee*, *bay*, *toy*, *buy*)

Draft: The process or result of putting ideas into writing in a rough form

During Reading Strategies: A systematic plan that helps students make predictions about the text; compare events, ideas, and characters; visualize the information that is described

Edit: In the writing process, correct a manuscript in the text

Enunciate: To pronounce words clearly

Environmental Print: Print and other graphic symbols found in the physical environment (e.g., street signs, billboards, etc.)

Etymology: The study of the history and development of the structures and meanings of words; derivation

Evidence: Facts or things that help one find out the truth or come to a conclusion

Exposition: Provides important background information and introduces the setting, characters, and conflict

Expository: The form of non-fiction writing which informs or explains

External Conflict: Outside forces that cause a character to make internal choices and changes.

External Punctuation: Punctuation found at the end of a sentence (e.g., period, question mark, or exclamation point)

Evaluate: To find out, judge, or estimate the value of

Fact: Something that has really happened and is provable

Falling Action: The action that takes place after the climax to reveal the final outcome of events

Feedback: The pathway by which information about the results of a process is sent back to modify or control the process

Figurative Language: Language enriched by word images in figures of speech (e.g., simile, metaphor, personification)

Flashback: A technique of disrupting the chronology of a narrative by shifting to an earlier time in order to introduce information

Fluency: The clear, easy, written or spoken expression of ideas: any person who reads smoothly without hesitation and with comprehension

Foreshadowing: The technique of giving clues to coming events in a narrative

Formal Language: A style of communication to inform an audience in impersonal terms marked by careful attention to organization of content and to grammatical structure and pronunciation (e.g., textbooks, reports, and professional lectures)

Format: The physical arrangement of the elements on a page

Fragment: An incomplete grammatical construction

Friendly Letter: An informal letter written to a friend or relative in a given format

Grade-Appropriate: Grade level readability, complexity of ideas, and content suitable to age level

High Frequency Words: Words that appear many more times than most other words in spoken or written language

Homographs: Words that are spelled the same, but have different pronunciations or meanings (e.g., the *bow* of a ship and a *bow* and arrow)

Homophones: A word with different origin and meaning, but the same pronunciation as another word, whether or not spelled alike (e.g., hair and hare)

Hyperbole: A figure of speech that uses intentional exaggeration for effect (e.g., “*She cried buckets of tears.*”)

Hypothesis: An assumption made to test its logical consequences

Idiom: An expression that does not mean what it literally says (e.g., “I ran into Joe the other day.”)

Imagery: The process or result of words forming mental images while reading, writing, or listening to a story

Inference: A logical assumption based on observed facts and one’s own knowledge and experience

Informal Language: A level of standard English that is characteristic of or appropriate to ordinary, casual, or familiar use

Internal Conflict: The dilemma facing the character internally and its impact on that character

Internal Punctuation: Punctuation within a sentence (e.g., semicolons, comma, or apostrophes)

Intonation: The rise and fall in pitch of the speaker’s voice

Introduction: A part that leads into or explains what will follow

Irony: A figure of speech in which the literal meaning of the words is the opposite of their intended meaning
There are three major types of irony:

Verbal irony: When an author says one thing and means something else

Dramatic irony: When an audience perceives something that a character in the literature does not know

Irony of situation: A discrepancy between the expected result and actual result

Legible: Clear enough to be read (e.g., penmanship, accuracy of letter formation)

Letter-Sound Relationships: Connections between letters and sounds

Literal Language: The explicit sense that is stated or clearly implied in text or speech

Literacy: The reading, writing, listening, and speaking practices governed by a conception of what, how, when, and why

Literary Analysis: The study of a literary work by a critic, student, or scholar

Main Idea: The chief topic of a passage expressed or implied in a word or phrase

Matching: Matching a sound to another sound (e.g., “Which two words begin with /b/; boy, drive, box?”)

Media: Multiple means of communication (e.g., smart boards, Internet/electronic communications, or PowerPoint)

Metacognition: Awareness and knowledge of one’s mental processes so that one can monitor, regulate, and direct those processes to a desired end

Metaphor: A direct or implied comparison between two unlike things (e.g. insects were living jewels)

Modifiers: A word, phrase, or clause that adds to or qualifies the meaning of another word

Mood: A feeling or atmosphere the author creates for the reader

Narrative: A type of fiction or nonfiction that tells a story or a series of events

Opinion: A belief based on what one thinks or feels

Organization: The act or process of putting together or arranging in an orderly way

Organizational Patterns: *see Text Structure*

Organizational Structures: The structure of a written text (e.g., cause/effect, problem/solution)

Parenthetical Expression: Used to enclose inessential or tangential words in text

Paraphrase: The act or result of restating, in one’s own words, the meaning of something spoken or written

Performance Task: The measurement of educational achievement through tasks that call for the student to produce a response like that required in the instructional environment (e.g., portfolios, projects, constructed response on the state reading test, student work on the state writing test, etc.)

Personification: Figure of speech in which something that is not human is given human characteristics (e.g., “The tree lifts its arms to the sky.”)

Persuasive Techniques: Techniques used to manipulate audiences (e.g., bandwagon, loaded language, snob appeal, testimonial and unfinished claims, polling results, transfer appeal, logical fallacies, and generalities)

Persuasive Writing: Writing that attempts to convince others or calls them to action by providing evidence that supports a claim or an opinion

Phonemic Awareness: The awareness of and the ability to manipulate sounds in spoken words

Phonics: The system by which symbols represent sounds in an alphabetic writing system

Phonological Awareness: The awareness of constituent sounds of words in learning to read and spell

Phonology: The study of speech sounds and their functions in a language or languages

Plagiarism: Using someone else's ideas as your own without giving credit to the original author

Plot: The main sequence of events in a story

Poem: A metrical form of composition in which word images are selected and expressed to create powerful, often beautiful impressions in the listener or reader

Poetry: The art of creating poems

Point of View: The perspective from which events in a story are told
The three most common types of point of view:

First-person: the narrator is a character in the story who tells everything in his or her own words

Third-person omniscient: the narrator is all knowing, with the ability to see into the minds of more than one character

Third-person limited: the narrator has the ability to see into the mind of only one character

Prediction: The use of knowledge about language and the context in which it occurs to anticipate what is coming in writing or speech

Prefix: An affix attached before a base word or root (e.g., re-, mis-, un-)

Primary Source: An original text or work written by an eye witness or a participant (e.g., autobiography, the Declaration of Independence)

Pronoun: A part of speech used as a substitute for a noun or a noun phrase

Propaganda: Discourse aimed at persuading an audience, often containing distortions of truth

Prosody: The pitch, loudness, tempo, and rhythm patterns of language that result in comprehension

Protagonist: The central figure in a drama or narrative; hero(ine)

Reading Rate: The speed at which a selection is read and the manner in which it is read, depending on the purpose (e.g., skimming, scanning, studying, or reading)

Resolution: The conclusion of the conflict

Resources: Something that one can turn to for support or aid

Rhetorical Strategies: The effective use of language to influence or persuade an audience

Rhythm: A pattern of repeated cadence or accent in speech or text

Rhyme: Identical or very similar recurring final sounds in words

Rime: The vowel and any following consonants of a syllable (e.g., /it/ in sit, /oat/ in float)

Rising Action: Part of the plot that leads up to the climax by adding complications or expanding the conflict

Root Word: The basic part of a word that usually carries the main component of meaning and that cannot be further analyzed without loss of identity

Run-on Sentence: Two independent clauses joined without any punctuation or conjunction to separate them

Scaffolding: In learning, the gradual withdrawal of adult (e.g., teacher) support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements thus transferring more and more autonomy to the child

Secondary Source: Derived or resulting from the original (e.g., encyclopedia entry about a person, a textbook discussion of the Declaration of Independence)

Self-Correcting Strategies: Understanding and adjusting reading strategies to ensure comprehension

Semicolon: A punctuation mark that shows a greater degree of separation of parts of a sentence than a comma does

Sensory Words: Words that create images using the senses

Sentence: A grammatical unit of one or more words that contain a subject, predicate, complete thought, and correct punctuation

Sentence Fluency: *see fluency*

Sequence: A number of things or events that follow each other; series

Setting: The time of day or year; historical period, place, situation

Simile: An explicit comparison between two unlike things using the words *like* or *as* (e.g., as strong as an ox, flies like an eagle)

Slang: Informal speech composed of newly formed words or expressions or of common words and expressions whose meanings are changed or extended

Social Language: Informal language used in social settings; not typically academic language; popular speech

Sound Devices: Literary devices such as alliteration, assonance, consonance, meter, onomatopoeia, repetition, rhyme, rhyme scheme, and rhythm

Standard English: The variety of English that is generally acknowledged as the model for the speech and writing of educated speakers

Strategy: A systematic plan, consciously adapted and monitored to improve one's performance in learning

Structural Analysis: The identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and in some cases syllabication

Stylistic Devices: An author's use of language: its effects and its appropriateness to the author's intent or theme

Subject/Verb Agreement: Using a singular verb with a singular subject or a plural verb with a plural subject

Subplot: The underlying sequence of events in a novel

Suffix: An affix attached to the end of a base, root, or stems that changes meaning or grammatical function of the word (e.g., -ed, -ly, -ness)

Summary: A brief statement that contains the essential ideas of a longer passage or selection

Syllable: A minimum unit of speech sounds comprised of a vowel sound or vowel consonant combination

Syllabication: The division of words into syllables

Synonym: One of two or more words in a language that have highly similar meanings (e.g., pretty and beautiful)

Syntax: The pattern or structure of word order in sentences, clauses, and phrases

Synthesize: To combine several sources of ideas in order to produce a coherent whole; a high-level critical-thinking skill

Text Features: Components that support and clarify text (e.g., illustrations, titles, words in bold print)

Text Structure: The organizational patterns of text (e.g., expository, cause-effect, comparison-contrast, problem-solution, description, and sequence)

Text Types: Different types of text (e.g., literary, informational, persuasive, and functional)

Theme: The major idea or proposition broad enough to cover the entire scope of a work or a work of art

Thesis Statement: The basic argument advanced by a speaker or writer who then attempts to prove it; a proposition to be proved

Tone: The author's attitude reflected in the style of the written or spoken word (e.g., playful, serious, bitter, angry, sarcastic)

Topic: The general category or class of ideas, often stated in a word or phrase, to which the ideas of a passage as a whole belong

Topic Sentence: A sentence intended to express the main idea of a paragraph

Transitions: Words, phrases, or sentences that link ideas

Turning point: A point at which a decisive change takes place; a turning point may or may not be the climax of the story

Usage: The way words are used correctly in a sentence (e.g., subject/verb agreement, pronoun/antecedent agreement)

Voice: In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc.

Word Awareness: the knowledge that sentences consist of words and that these words can be counted (e.g., counting the number of words in a spoken sentence, one to one matching)

Word Families: A group of words sharing a common phonic element (e.g., /it/ as in sit and hit)

Word Origins: *See etymology*

Writing Process: Prewriting, drafting, revising, editing, and publishing

Acknowledgements

Appreciation is extended to the members of the Nevada English Language Arts Standards revision team for their time, expertise, and commitment to ensuring that all students in Nevada achieve the state standards.

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