



Nevada Alternate Assessment

Nevada Academic Content Standard Connectors for English Language Arts

Grade 4

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Nevada Academic Content Connectors

The Nevada Academic Content Connectors (NACC) for English Language Arts (ELA) represents the academic skills upon which students to be instructed. The NACCs for ELA are linked to the Nevada Academic Content Standards and represent the key academic knowledge, skills and abilities of the ELA content at each grade level. The NVAC Connectors, for ELA, were modeled after the Smarter Balanced claims and target for Reading (literary and informational text) and Writing and represent the enduring understanding of the content standards for ELA at a given grade level.

Example: Reading Grade 3

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Key Ideas and Details 0 | |
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2) | <ul style="list-style-type: none"> • Ask and answer who, what, where, and when questions to demonstrate understanding of a text. (3) |
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (2) | <ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text. (3) |

- (1) ELA Targets for Reading
- (2) ELA Content Standards
- (3) Connectors to the content standards

The Nevada Alternate Assessment was developed to allow students an opportunity to fully demonstrate their knowledge in each content area. This ability to demonstrate knowledge of core content and skills is critical as educators seek to provide access to the general education curriculum while fostering higher expectations for students with significant cognitive disabilities.

NAA ELA NVAC Connectors - Grade 4

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Key Ideas and Details | |
| RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> • Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of a literary text. Refer explicitly to a literary text to answer questions. |
| RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | <ul style="list-style-type: none"> • Ask and answer questions (i.e., who, what, where, and when) to demonstrate understanding of an informational text. • Refer explicitly to an informational text to answer questions. |
| RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. | <ul style="list-style-type: none"> • Determine a theme or central idea of a story, drama, or poem from details in the text. • Summarize a literary text. |
| RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | <ul style="list-style-type: none"> • Determine the main idea of an informational text. • Explain how details from an informational text support the main idea. • Summarize an informational text. |
| RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | <ul style="list-style-type: none"> • Identify key characters, settings, or events in a story or drama. • Describe a character, setting, or event in a story or drama. • Identify specific details in a literary text (e.g., a character's thoughts, words, or actions) that contribute to the development of a character, setting, or event. |
| RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | <ul style="list-style-type: none"> • Identify a key event, procedure, idea, or concept in a historical or scientific text. • Based on specific information in an informational text, identify what happened and why. |

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Craft and Structure | |
| RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (double-coded to L4) | <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a literary text. |
| RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (double-coded to L4) | <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases in an informational text. |
| RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | <ul style="list-style-type: none"> Identify the structural elements of poems (e.g., rhythm and rhyme). |
| RI 4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | <ul style="list-style-type: none"> Determine how events (order of events, problem/solution, and cause and effect) impact an informational text. |
| RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | <ul style="list-style-type: none"> Identify the points of view from which stories are narrated. |
| RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | <ul style="list-style-type: none"> Identify text as a firsthand or secondhand account. Compare two accounts of the same event or topic. |

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Integration of Knowledge and Ideas | |
| RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | <ul style="list-style-type: none"> • Explain how an author uses reasons to support particular points in an informational text. |
| RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | <ul style="list-style-type: none"> • Identify a similar theme or topic in at least two texts from different cultures. • Compare and contrast themes or topics (e.g., opposition of good and evil) in literary texts from different cultures (e.g., stories, myths, and traditional literature). |
| RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | <ul style="list-style-type: none"> • Identify the most important points and details presented in two informational texts on the same topic. • Use information from two informational texts to write about a topic effectively. |
| Target: Text Types and Purposes | |
| W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | <ul style="list-style-type: none"> • State an opinion based on a text. • Use reasons to support the opinion. • Use linking words (e.g., <i>because, and, also, since</i>) to connect the opinion and reasons. |
| W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | <ul style="list-style-type: none"> • Write informative/explanatory texts to examine a topic and convey ideas and information.* • Include facts to support points.* • Use linking words (e.g., <i>because, and, also, since</i>) to connect ideas and information.* • Provide a sense of closure. |
| W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | <ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using narrative techniques, descriptive details, and event sequences. |

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Production and Distribution | |
| W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)* | <ul style="list-style-type: none"> • Produce writing in which the development and organization are appropriate to task and purpose.* |
| W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)* | <ul style="list-style-type: none"> • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.* <p>Editing for conventions should demonstrate command of the use of:</p> <ul style="list-style-type: none"> ○ simple and compound sentences; ○ verbs to convey a sense of past, present, and future; ○ abstract nouns (e.g., <i>bravery</i>); ○ basic personal pronouns (<i>I, me, my</i>); ○ basic capitalization and punctuation; ○ the correct spelling of high-frequency words. |
| Target: Language Skills | |
| L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <ul style="list-style-type: none"> • Produce simple and compound sentences in speaking and writing. • Use verbs to convey a sense of past, present, and future in speaking and writing. • Use abstract nouns (e.g., <i>bravery</i>). • Use basic personal pronouns (<i>I, me, my</i>) in speaking and writing. |
| L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | <ul style="list-style-type: none"> • Identify and/or name end punctuation. • Spell essential words (first and last name). • With guidance and support from adults, spell high-frequency words. • Use basic capitalization (beginning of sentence, names, pronoun <i>I</i>). • Use reference materials as needed (e.g., Word Walls, picture dictionaries). |

*Evaluated through a rubric; not stand-alone.

| Nevada Academic Content Standards (NVACS) | NVAC Connectors |
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| Target: Listening | |
| SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | <ul style="list-style-type: none"> • Determine an appropriate paraphrasing of a text that was read aloud. |
| SL.4.3 Identify the reasons and evidence a speaker provides to support particular points. | <ul style="list-style-type: none"> • Identify a speaker’s stance. |
| Target: Research | |
| W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.* | <ul style="list-style-type: none"> • Recall relevant information from experiences or gather relevant information from print and digital sources.* • With guidance and support from adults, take notes and categorize information.* • With guidance and support from adults, provide a list of sources.* |
| W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.* | <ul style="list-style-type: none"> • With guidance and support from adults, identify evidence from literary or informational texts.* • With guidance and support from adults, support reflection and research with evidence from literary or informational texts.* • Reflection and research should support student knowledge of RL and RI standards.* |

*Evaluated through a rubric; not stand-alone.