



# **Nevada Alternate Assessment**

## **Nevada Academic Content Standard Connectors for English Language Arts**

### **Grade 5**

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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
<b>Target: Key Ideas and Details 0</b>	
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"> <li>Ask and answer who, what, where, and when questions to demonstrate understanding of a text. (3)</li> </ul>
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"> <li>Ask and answer questions to demonstrate understanding of a text. (3)</li> </ul>

(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 5

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<b>Target: Key Ideas and Details</b>	
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Use details and examples in a literary text to answer and ask questions (i.e., who, what, where, when) to demonstrate understanding of a literary text.</li> </ul>
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>Use details and examples in a text to answer and ask questions (i.e., who, what, where, when) to demonstrate understanding of an informational text.</li> </ul>
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> <li>Determine a theme or central idea of a story, drama, or poem from details in a literary text.</li> <li>Explain how characters in a story or drama respond to challenges.</li> </ul>
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>Determine two main ideas of an informational text.</li> <li>Explain how details from an informational text support the main ideas.</li> </ul>
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> <li>Identify two characters, settings, or events in a story or drama.</li> <li>Compare and/or contrast two characters, settings, or events in a story or drama.</li> </ul>
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none"> <li>Identify two or more key individuals, events, ideas, or concepts in a historical or scientific text.</li> <li>Based on information in a text, explain what happened and why.</li> </ul>

<b>Nevada Academic Content Standards (NVACS)</b>	<b>NVAC Connectors</b>
<b>Target: Craft and Structure</b>	
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (double-coded to L4)	<ul style="list-style-type: none"> <li>Determine the meaning of words and phrases, including hyperbole, personification, and similes in literary text.</li> </ul>
RL.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (double-coded to L4)	<ul style="list-style-type: none"> <li>Determine the meaning of general academic and domain-specific words and phrases in an informational text.</li> </ul>
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	<ul style="list-style-type: none"> <li>Determine the point of view of the narrator or speaker.</li> </ul>
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"> <li>Identify multiple points of view on the same event or topic in an informational text.</li> <li>Identify important similarities and differences in the point of view represented in an informational text.</li> </ul>
<b>Target: Integration of Knowledge and Ideas</b>	
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>Determine how an author uses evidence to support particular points in an informational text.</li> </ul>
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<ul style="list-style-type: none"> <li>Identify the similar topic in at least two literary texts in the same genre.</li> </ul>
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>Identify important information from two informational texts on the same topic.</li> </ul>

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<b>Target: Text Types and Purposes</b>	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> <li>• State an opinion based on a text.</li> <li>• Use reasons and/or information to support the opinion.</li> <li>• Use linking words (e.g., <i>because, since, for example</i>) to connect the opinion and reasons.</li> </ul>
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	<ul style="list-style-type: none"> <li>• Develop a topic using facts.*</li> <li>• Use linking words (e.g., <i>because, since, for example</i>) to connect ideas and information.</li> </ul>
W.5.3 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"> <li>• Establish a situation.</li> <li>• Include details to develop events and/or characters.</li> <li>• Use transition words or phrases to signal event order.</li> </ul>
<b>Target: Production and Distribution</b>	
W.5.4 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"> <li>• Produce writing in which the development and organization are appropriate to task, purpose, and audience.*</li> </ul>
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)*	<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.*</li> </ul> <p>Editing for conventions should demonstrate command of the use of:</p> <ul style="list-style-type: none"> <li>○ Simple and compound sentences;</li> <li>○ various tenses or irregular verbs (<i>sit/sat/will sit, eat/ate/will eat</i>);</li> <li>○ commonly occurring adjectives;</li> <li>○ basic personal and possessive pronouns (<i>I, me, you, mine, yours</i>);</li> <li>○ standard capitalization and end punctuation;</li> <li>○ conventional spelling of high-frequency words.</li> </ul>
<b>Target: Language Skills</b>	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Produce simple, compound, and complex sentences in speaking and writing.*</li> <li>• Use various tenses or irregular verbs (<i>sit/sat/will sit, eat/ate/will eat</i>) in speaking and writing.*</li> <li>• Use commonly occurring adjectives in speaking and writing.*</li> <li>• Use basic person and possessive pronouns (<i>I, me, you, mine, yours</i>) in speaking and writing.</li> </ul>
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Identify and/or name end punctuation.*</li> <li>• Spell essential words (first and last name) and high-frequency words.*</li> <li>• Use basic capitalization (beginning of sentence, names, pronoun <i>I</i>).</li> <li>• Use reference materials as needed (e.g., Word Walls, picture dictionaries).</li> </ul>

\*Evaluated through a rubric; not stand-alone.

<b>Nevada Academic Content Standards (NVACS)</b>	<b>NVAC Connectors</b>
<b>Target: Listening</b>	
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none"> <li>• Determine an appropriate summary of a text read aloud.</li> </ul>
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> <li>• Determine evidence used to support a speaker’s claim.</li> </ul>
<b>Target: Research</b>	
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.*	<ul style="list-style-type: none"> <li>• Recall relevant information from experiences or gather relevant information from print and digital sources.*</li> </ul>
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.*	<ul style="list-style-type: none"> <li>• With guidance and support from adults, identify evidence from literary or informational texts.*</li> </ul>

\*Evaluated through a rubric; not stand-alone.