



# **Nevada Alternate Assessment**

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

### **Grade 7**

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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 7

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<b>Target: Key Ideas and Details</b>	
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Identify supporting details in a literary text.</li> </ul>
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> <li>Identify supporting details in an informational text.</li> </ul>
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Determine main idea and supporting details of a literary text.</li> </ul>
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>Determine main idea and supporting details of an informational text.</li> </ul>
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<ul style="list-style-type: none"> <li>Explain relationships between characters and setting.</li> </ul>
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<ul style="list-style-type: none"> <li>Identify key individuals, events, or ideas in an informational text.</li> <li>Identify how ideas, individuals, and events affect one another.</li> </ul>

<b>Nevada Academic Content Standards (NVACS)</b>	<b>NVAC Connectors</b>
<b>Target: Craft and Structure</b>	
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (double-coded to L4)	<ul style="list-style-type: none"> <li>Identify the meaning of words and phrases in a literary context.</li> </ul>
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (double-coded to L4)	<ul style="list-style-type: none"> <li>Identify the meaning of words and phrases in an informational context.</li> </ul>
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<ul style="list-style-type: none"> <li>Identify the organizational structure of an informational text.</li> </ul>
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<ul style="list-style-type: none"> <li>Compare and contrast different points of view of characters and/or narrators.</li> </ul>
RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<ul style="list-style-type: none"> <li>Identify an author’s point of view in an informational text .</li> <li>Identify an author’s purpose.</li> <li>Compare and contrast the author’s position with the position of others.</li> </ul>
<b>Target: Integration of Knowledge and Ideas</b>	
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	<ul style="list-style-type: none"> <li>Identify evidence that supports the claims in an argument.</li> <li>Identify if an author’s evidence is or is not relevant in an informational text.</li> </ul>
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<ul style="list-style-type: none"> <li>Compare and contrast a historical fiction passage to an informative text about the same topic and/or time period.</li> </ul>
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	<ul style="list-style-type: none"> <li>Identify key information (e.g., main idea, supporting details) in two informational texts about the same topic in informational text.</li> <li>Compare and contrast how two authors have presented key information.</li> </ul>

<b>Nevada Academic Content Standards (NVACS)</b>	<b>NVAC Connectors</b>
<b>Target: Text Types and Purposes</b>	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	<ul style="list-style-type: none"> <li>• Support a given claim with clear reasons and/or relevant evidence.</li> <li>• Use transitional language.</li> <li>• Write a conclusion.</li> </ul>
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<ul style="list-style-type: none"> <li>• Develop a topic with relevant details.</li> <li>• Use transitional language.</li> <li>• Write a conclusion.</li> </ul>
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<ul style="list-style-type: none"> <li>• Use dialogue and/or description to develop events and/or characters.</li> <li>• Use transitional language.</li> <li>• Use descriptive language.</li> <li>• State a conclusion.</li> </ul>
<b>Target: Production and Distribution</b>	
W.7.4 Produce clear and coherent writing in which the development, organization, and style 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 ideas with supporting details appropriate for task, purpose, and audience with logical organization.</li> </ul> <p>(Grade-specific expectations for writing types are defined in writing standards 1–3.)</p>
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)*	<ul style="list-style-type: none"> <li>• With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*</li> </ul> <p>Editing for conventions:</p> <ul style="list-style-type: none"> <li>○ complete sentences;</li> <li>○ verbs, nouns, modifiers, conjunctions, and pronouns for clarity;</li> <li>○ clearly communicates ideas for purpose and audience;</li> <li>○ capitalization and punctuation for clarity of sentence structure, including end punctuation and use of commas in a series;</li> <li>○ conventional spelling of high-frequency words.</li> </ul>
<b>Target: Language Skills</b>	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• Produce complete sentences</li> <li>• Use verbs, nouns, modifiers, conjunctions, and pronouns correctly for clarity.</li> </ul>
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks).*</li> <li>• Use commas in a series.*</li> <li>• Use possessives.*</li> <li>• Use conventional spelling for high-frequency words.*</li> </ul>

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

Nevada Academic Content Standards (NVACS)	NVAC Connectors
<b>Target: Listening</b>	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<ul style="list-style-type: none"> <li>Determine the main idea and supporting details of an issue under study.</li> </ul>
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<ul style="list-style-type: none"> <li>Determine the soundness of a speaker's claim.</li> </ul>
<b>Target: Research</b>	
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*	<ul style="list-style-type: none"> <li>Use search terms effectively to gather information from multiple print and digital sources.*</li> </ul>
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.*	<ul style="list-style-type: none"> <li>Identify evidence from literary or informational texts.*</li> </ul>

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