Nevada Alternate Assessment

Nevada Academic Content Standard Connectors for English Language Arts

Grade 8

Contents

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
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)**	• 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)**	• 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 8

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Key Ideas and Details	
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Identify supporting details using evidence in a literary text.
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	• Identify supporting details using evidence in an informational text.
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	• Identify main idea and supporting details of a text. • Explain how details support the main idea of a literary text. • Explain the relationship of the main idea to the characters and setting.
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	• Determine a central idea of a text. • Summarize facts from an informational text.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of character, or provoke a decision.	• Explain how particular details in a story contribute to the sequence of events.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	• Identify key individuals, events, or ideas in an informational text. • Compare and contrast individuals, ideas, or events.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Craft and Structure	
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (double-coded to L4)	• Determine the meaning of words and phrases in a literary context. • Identify the impact of specific word choices on meaning and tone.
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (double-coded to L4)	• Determine the meaning of words and phrases in informational context. • Identify the impact of specific word choices on meaning and tone.
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	• Compare and contrast the structure of two or more literary texts.
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	• Explain the structure of a specific part of an informational text.
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	• Identify components of a text that show suspense or humor.
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	• Identify an author's point of view. • Identify an author's purpose. • Identify how the author acknowledges and/or responds to conflicting evidence or viewpoints.
Target: Integration of Knowledge and Ideas	
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	• Identify the main argument and/or specific claims in an informational text. • Identify evidence that supports the claims in an argument in an informational text. • Explain why an author's evidence is or is not relevant and/or sufficient in an informational text.
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is	• Identify the similarities and differences in the theme, events, or characters in a modern work of fiction and a myth or traditional story.

rendered new.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	• Identify conflicting information in two or more informational texts on the same topic. • Explain the ways two or more informational texts disagree on matters of fact or interpretation.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	• Support a claim with clear reasons and/or relevant evidence. • Use transitional language. • Write a conclusion.
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	• Write informative/explanatory texts to examine and convey ideas, concepts, and information.* • Develop the topic with relevant details.* • Use transitional language.* • Write a conclusion.*
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	• Establish a situation and a narrator. • Use description to develop events and/or characters. • Use transitional language. • State a conclusion.
Target: Production and Distribution	
W.8.4 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.)*	• Produce ideas with supporting details appropriate for task, purpose, and audience, with logical organization.* (Grade-specific expectations for writing types are defined in writing standards 1–3.)

W.8.5 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 8.)*	• 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:
	  o complete sentences while avoiding fragments;
	  o verbs, nouns, modifiers, conjunctions, and pronouns for clarity;
	  o clearly communicates ideas for purpose and audience;
	  o capitalization and punctuation for clarity of sentence structure, including end punctuation and commas in a series;
	  o conventional spelling of high-frequency words;

Target: Language Skills	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	• Produce complete sentences while using correct syntax and avoiding fragments.* • Use verbs, nouns, modifiers, conjunctions, and pronouns correctly for clarity*
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	• Use capitalization and punctuation for clarity of sentence structure (e.g., correct use of end marks).* • Use commas in a series.* • Use possessives.* • Use conventional spelling for high-frequency words.* • Use references as needed.*

*Evaluated through a rubric; not stand-alone.

Nevada Academic Content Standards (NVACS)	NVAC Connectors
Target: Listening	
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally, and evaluate the motives (e.g. social, commercial, political) behind its presentation.	• Determine the purpose of a presentation.
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	• Identify irrelevant evidence given in a speech.
Target: Research	
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*	• Conduct research to answer a question (including a self-generated question) using multiple sources.* • Generate questions that allow for multiple avenues of exploration (e.g., visiting a museum or conducting an interview).*
W.8.8 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.*	• Use search terms effectively to gather information from multiple print and digital sources.* • Cite sources of information used.*
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Identify evidence from literary or informational texts.*

*Evaluated through a rubric; not stand-alone.