

# ENGLISH LANGUAGE ARTS NVACS CONNECTORS GUIDANCE

Guidance for Nevada's teachers and high schools regarding the implementation of the ELA requirements for the Alternative Diploma for students with significant cognitive disabilities



## Introduction

This guidance document is designed to assist Nevada’s schools and teachers in the implementation of the Nevada Academic Content Standards (NVACS) Connectors in the English Language Arts (ELA) subject area. The ELA NVACS Connectors for reading are organized under the type of texts for which they are aligned, and include: 1.) Literary Texts; 2.) Informational Texts; and 3.) U.S. Texts. Following the ELA NVACS Connectors for reading are the NVACS Connectors in: 4.) Writing; 5.) Language; 6.) Speaking and Listening; and 7.) Research. Each section of this guidance document is organized as follows:

### **1. Primary Heading** - *Identifies ELA instructional content area*

#### **Targets and Standards:**

<b>Target</b> – <i>Identifies reading components targeted by the NVACS Connectors</i>
<b>Recommended Minimum Access Point</b> – <i>Suggests a minimum point of access for students pursuing attainment of the NVACS Connectors</i>
<b>Definitions of Terms</b> – <i>Defines terms within the Recommended Minimum Access Points for clarification and to ensure broad consideration of students’ ability to access the NVACS Connectors</i>

#### **ELA NVACS Connectors**

<b>NVACS No.</b> – <i>Identifies the number for the ELA NVACS from which the ELA NVACS Connectors are derived</i>
<b>NVACS Connectors</b> – <i>Identifies the NVACS Connector to guide content and instruction</i>

The Nevada Department of Education’s Office of Special Education recognizes that students with significant cognitive disabilities (SCD) represent a broad diversity of abilities and support needs. In an effort to assist IEP teams in decision making and planning for the Alternative Diploma, we have developed the aforementioned Recommended Minimum Access Points as guidance. These recommended access points for students with SCD are intended to promote the broadest level of student access while also ensuring a high level of rigor in student programming.

## 1. ELA Source: Literary Text

### Targets and Standards:

**Target:** Key Ideas and Details

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** literary text\*

**access** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

**age appropriate** - A student's materials should be appropriate to the student's chronological age.

**literary text** - A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

### ELA NVACS Connectors:

#### RL.11.1

Identify supporting details using evidence in a literary text

Make a prediction based on analysis of a literary text

#### RL.11.2

Determine a main idea of a literary text

Explain how details support a theme or main idea of a literary text

Chart the sequence of the development of a central idea

Summarize facts from a literary text

#### RL.11.3

Explain how characters, setting, and/or plot are developed

**Target:** Craft and Structure

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** literary text\*

**access** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

**age appropriate** - A student's materials should be appropriate to the student's chronological age.

**literary text** - A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

### ELA NVACS Connectors:

#### RL.11.4

Determine the meaning of words (including words with multiple meanings) and phrases in a literary context (e.g., literal, figurative, and connotative meaning)

**RL.11.5**

Identify the organizational structure of specific parts of a literary text

**RL.11.6**

Identify the points of view of characters or narrators in a literary text

Identify the use of sarcasm and understatement in a literary text

**RL.11.9**

Compare and contrast two texts from the same period with similar themes or topics

**Target: Research**

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** literary text\*

***access*** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

***age appropriate*** - A student's materials should be appropriate to the student's chronological age.

***literary text*** - A literary text should be broadly considered as any written text (e.g., book, short story, poem, etc.) that tells a story or entertains.

**ELA NVACS Connectors:****W.11.9**

Identify evidence from literary texts

Support research with evidence from literary texts

## 2. ELA Source: Informational Text

### Targets and Standards:

**Target:** Key Ideas and Details

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** informational text\*

**access** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

**age appropriate** - A student's materials should be appropriate to the student's chronological age.

**informational text** - An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

### ELA NVACS Connectors:

#### RI.11.1

Identify supporting details using evidence in an informational text

Support a claim using evidence from an informational text

#### RI.11.2

Determine a central idea of an informational text

Explain how details support a main idea of an informational text

Chart the sequence of the development of the topic in an informational text

Summarize based on facts from an informational text

#### RI.11.3

Explain how ideas, individuals, and the sequence of events affect one another in and informational text

### Target: Craft and Structure

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** informational text\*

**access** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

**age appropriate** - A student's materials should be appropriate to the student's chronological age.

**informational text** - An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

### ELA NVACS Connectors:

#### RI.11.4

Determine the meaning of words and phrases in an informational text

**RI.11.5**

Identify how the structure an author uses in an informational text (e.g., the overall structure, the insertion of major sections) makes points clear, convincing, and/or engaging

**RI.11.6**

Identify an author's point of view in an informational text

Identify an author's purpose in an informational text

Explain how an author persuades the audience

**Target: Research**

**Recommended Minimum Access Point:** Student can *access\** an *age appropriate\** *informational text\**

***access*** - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.

***age appropriate*** - A student's materials should be appropriate to the student's chronological age.

***informational text*** - An informational text should be broadly considered as any non-fiction text that's primary purpose is to inform the reader.

**ELA NVACS Connectors:****W.11.9**

Identify evidence from informational texts

Support research with evidence from informational texts

**3. ELA Source: U.S. Text (i.e., Constitution, Bill of Rights, etc.)**

**Targets and Standards:**

<b>Target:</b> Integration of Knowledge and Ideas
<b>Recommended Minimum Access Point:</b> Student can to <i>access*</i> an <i>age appropriate*</i> U.S. text*
<b>access</b> - A student's ability to access curriculum materials should be considered within the broadest range of possible options and should consider: adaptations, modifications, and alternative versions of presentation and response.
<b>age appropriate</b> - A student's materials should be appropriate to the student's chronological age.
<b>U.S. text</b> - A U.S. text should be broadly considered as any text from a United States of America governmental agency/legal body or any text that has historical significance to the United States of America

**ELA NVACS Connectors:**

<b>RI.11.8</b>
Identify the author's purpose in seminal U.S. texts (i.e., Constitution, Bill of Rights, etc.)
<b>RI.11.9</b>
Describe the importance of <i>*historical and literary</i> U.S. documents
Identify the author's purpose of <i>*historical and literary</i> documents (i.e., Declaration of Independence, Preamble to the Constitution, the Bill of Rights, and Abraham Lincoln's Second Inaugural address)

**\*Note:** Both the historical and literary significance of U.S. documents is contained within this standard.

#### 4. Writing\*

*\*Writing is a form of expressive communication. Writing in the context of implementing the requirements of the Alternative Diploma should not be narrowly defined as using a pencil, pen, or other writing implement on paper. The broadest possible range of expressive communicative strategies that can provide students curricular access should be considered.*

#### **Targets and Standards:**

<b>Target:</b> Integration of Knowledge and Ideas
<b>Recommended Minimum Access Point:</b> Student can <i>produce* intentional communication*</i> that is <i>intelligible*</i>
<b>produce-</b> The ways that a student can produce communication should be considered within the broadest range of possible options and should consider: assistive technology, symbol diversity, etc.
<b>intentional communication</b> - A student's communicative intent should have a clear purpose.
<b>intelligible</b> - A student's expressive communication should be understood to a wide audience and not just those intimately familiar with the student.

#### **ELA NVACS Connectors:**

<b>W.11.1</b>
Make a claim
Support the claim with clear reasons and/or relevant evidence
Use transitional language
State a conclusion
<b>W.11.2</b>
Write informative/explanatory texts on a given topic
Develop the topic with relevant details
Use transitional language
Write a conclusion
<b>W.11.3</b>
Write narratives to develop real or imagined experiences or events
Establish a situation
Use dialogue and/or description to develop events and/or characters
Use transitional language
Use descriptive language
State a conclusion



**Target:** Production and Distribution

**Recommended Minimum Access Point:** Student can *produce\* intentional communication\** that is *intelligible\**

***produce*** - The ways that a student can produce communication should be considered within the broadest range of possible options and should consider: assistive technology, symbol diversity, etc.

***intentional communication*** - A student's communicative intent should have a clear purpose.

***intelligible*** - A student's expressive communication should be understood to a wide audience and not just those intimately familiar with the student.

**ELA NVACS Connectors:**

**W.11.4**

State ideas with supporting details appropriate for task, purpose, and audience

Organize ideas and supporting details appropriate for task, purpose, and audience

**W.11.5**

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:**

- complete and coherent sentences while avoiding run-ons and fragments;
- verbs, nouns, modifiers, conjunctions, and pronouns for clarity;
- clearly communicates ideas focused on audience and purpose;
- capitalization and punctuation for clarity of sentence structure, including end punctuation and commas in a series; and
- conventional spelling of high frequency words.

## 5. Language

### Targets and Standards:

<b>Target:</b> Production and Distribution
<b>Recommended Minimum Access Point:</b> Student can <i>produce* intentional communication*</i> that is <i>intelligible*</i>
<b><i>produce</i></b> - The ways that a student can produce communication should be considered within the broadest range of possible options and should consider: assistive technology, symbol diversity, eye gaze, gesture, etc.
<b><i>intentional communication</i></b> - A student's communicative intent should have a clear purpose.
<b><i>intelligible</i></b> - A student's expressive communication should be understood to a wide audience and not just those intimately familiar with the student.

### ELA NVACS Connectors:

<b>L.11-12.1</b>
Determine correct grammar in writing
<b>L.11-12.2</b>
Use correct conventions when writing a simple sentence

## 6. Speaking and Listening

### Targets and Standards:

<b>Target:</b> Listening
<b>Recommended Minimum Access Point:</b> Student can <i>receptively understand*</i> and <i>respond to*</i> a <i>provided message*</i> with <i>intent*</i>
<b><i>receptively understand</i></b> - Receptive understanding refers to a student's ability to receive information in an format that is understood by the student.
<b><i>respond to</i></b> - A student's capacity for expressive response should be considered within the broadest range of possible options and should consider: assistive technology, level of symbol understanding, eye gaze, gesture, etc.
<b><i>provided message:</i></b> How information is transmitted to a student should be considered within the broadest range of possible options and in such a way that meets the students receptive language needs. This should consider: assistive technology, level of symbol understanding, etc.
<b><i>intent</i></b> - A student's response should display a clear intention to communicate.

### ELA NVACS Connectors:

<b>SL.11-12.2</b>
Synthesize information presented orally from multiple sources
<b>SL.11-12.3</b>
Determine a speaker's reasons for including certain words or phrases in their presentation

## 7. Research

### Targets and Standards:

<b>Target:</b> Research
<b>Recommended Minimum Access Point:</b> Student can make <i>informed/appropriate choices</i> * based on lived experiences, resources, information, etc.
<i>informed/appropriate choices</i> - A student's choices should show an ability to respond to/reflect on lived experience, resources, information, etc.

### ELA NVACS Connectors:

<b>W.11.7</b>
Determine a topic (e.g., a problem to solve or a question to explore) to research
Refine the topic and/or subtopics as needed during the research process
<b>W.11.8</b>
Use search terms effectively to gather information from multiple print and digital sources
Examine each source and assess its credibility and relevance
Show connections between relevant information to answer research question(s)
Cite the sources of information used

## Using the NVACS Connectors to Inform Implementation

The Nevada Revised Statute (NRS) requires students pursuing the Alternative Diploma to attain a minimum number of high school credits (Table 1). The ELA NVACS Connectors should be used to inform the content of ELA classes necessary to obtain the required four credits that are specified within the NRS.

**Table 1.**

### Credit Minimums for Graduating Cohorts 2022 and After

Required Course	Minimum Number of Units
Social Studies	2.0
Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV) or Career and Technical Education	1.0
College and Career Ready Flex Credit (see notes below for details)	2.0
English Language Arts	4.0
Health Education	0.5
Mathematics	3.0
Physical Education	2.0
Computer Education and Technology	0.5
Science	2.0
Electives	6.0
<b>TOTAL</b>	<b>23 Units</b>

**Note.** The course of study in college and career ready flex credit must include:

- (a) Level II or Level III course of study in a program area prescribed pursuant to NAC 389.803 (*Career and Technical Education courses that are Level II and Level III fulfill this requirement*);
- (b) Fourth year of mathematics;
- (c) Third year of social studies; or
- (d) Third year of science.

The ELA NVACS Connectors encompass the instructional standards to inform programming for grades 9 thru 12 for students pursuing the Alternative Diploma. Each Nevada high school will need to determine how the NVACS Connectors are implemented across a four course ELA sequence (Figure 1). Delivery of the content required to meet the NVACS Connectors may occur in the general education setting with modified content, or it may occur in a segregated special education setting, depending on the least restrictive environment (LRE) determinations made by the IEP team. Regardless of placement determination, the established credited courses and content delivery should be distinctive and contain NVACS Connectors aligned curriculum. While this guidance document has been organized by ELA area to provide clarity and organization for ease of use and understanding, ELA skills such as reading, writing, language, etc. are interdependent skills

necessary to establish higher level literacy and communication abilities and should be taught together across the four required ELA classes.

**Figure 1.**

**Example Four Year Course of Study Based on 2022 Requirements**

Period	Freshman Year	Sophomore Year	Junior Year	Senior Year
1 <sup>st</sup> Period	ELA I (1 Credit)	ELA II (1 Credit)	ELA III (1 Credit)	ELA IV (1 Credit)
2 <sup>nd</sup> Period	Algebra I (1 Credit)	Geometry (1 Credit)	Mathematics for Everyday Living (1 Credit)	
3 <sup>rd</sup> Period	Biology (1 Credit)	Physical Science (1 Credit)	Elective Credit (1 Credit)	
4 <sup>th</sup> Period	Economics (.5 Credit) American Government (.5 Credit)	American History (1 Credit)	Elective Credit (1 Credit)	
5 <sup>th</sup> Period	Health Education (.5 Credit)	Physical Education (1 Credit)	Physical Education (1 Credit)	
	Computer Science & Applications (.5 Credit)			
6 <sup>th</sup> Period	Culinary I (1 Credit)	Culinary II (1 Credit) *Flex Credit	Culinary III (1 Credit) * Flex Credit	
7 <sup>th</sup> Period	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)	Elective Credit (1 Credit)