

Nevada State English Language Arts Standards Review Process

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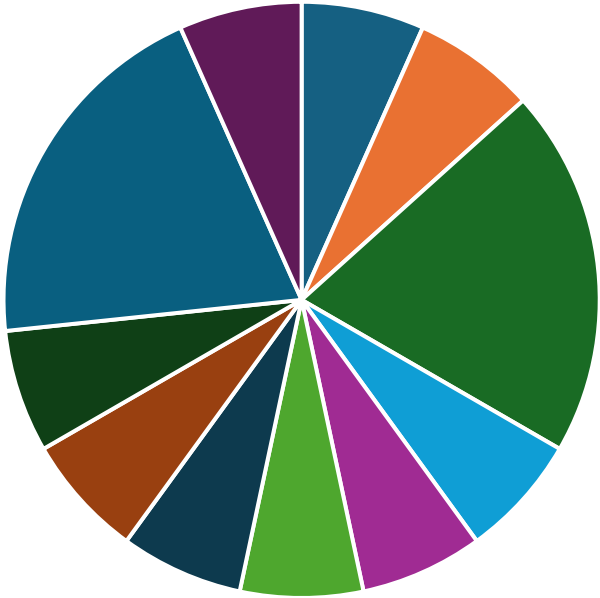
Overview

- **Selection of Committee Members**
- **The Recommendation Process**
- **Reasons for the Recommendation**
- **Proposed Plans Moving Forward**

The Committee

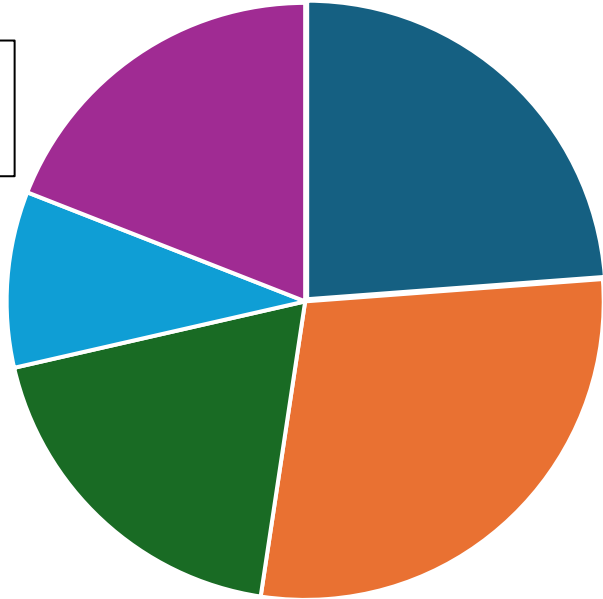
15 Members: Various demographics and communities

District/Charter Representation



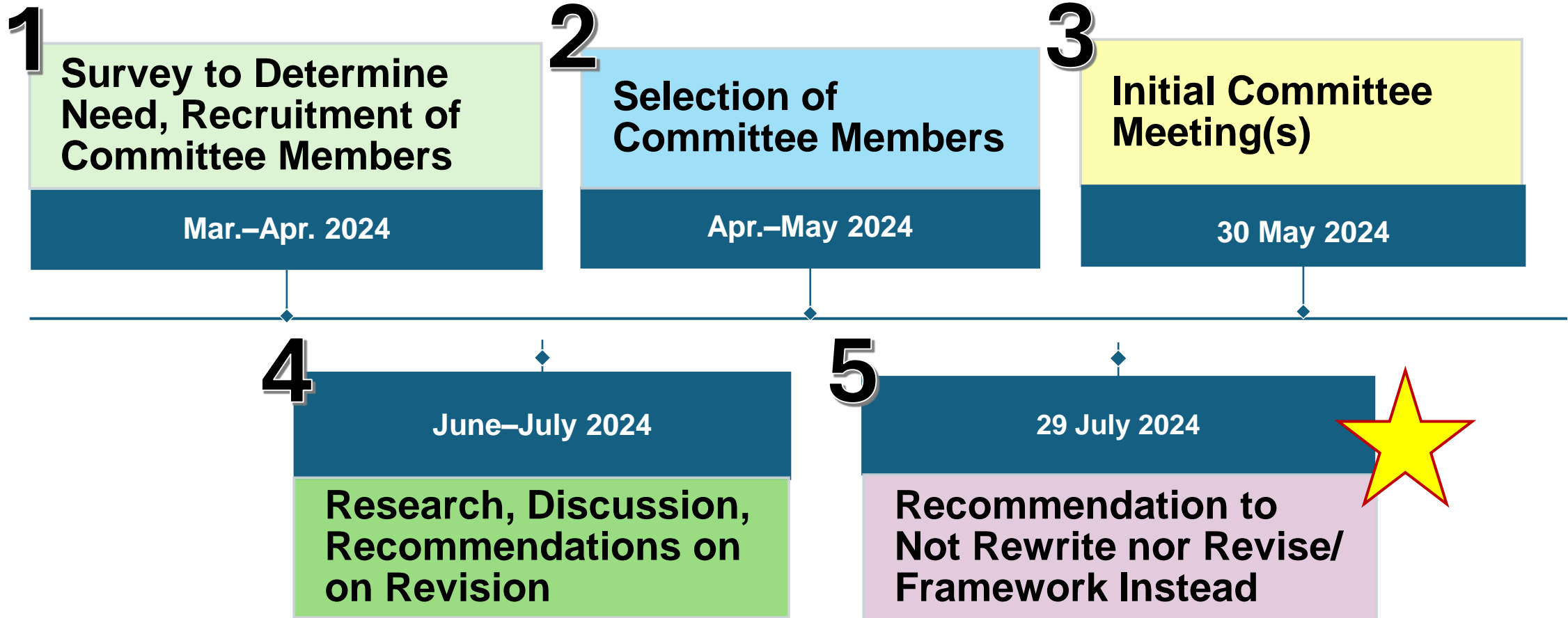
- Humboldt County SD
- Mineral County SD
- Pinecrest Academy of NV
- Mater Academy of LV
- Somerset Aliante
- Lincoln County SD
- Washoe County SD
- Ely Learning Bridge Charter

Educational Role Representation



- Administrators
- Teachers
- Parents
- Community Members
- Literacy Specialists

The Recommendation Process



Rationale for the Recommendation

Standards as Currently Written:

- Best represent what students need to learn in English Language Arts courses
- Align with other states' English Language Arts Standards
- Align with common assessments
- Need additional explanation in the introductory text preceding the standards
- Need additional supports to assist teachers with access, understanding, and implementation practices

Moving Forward

Layout

- More ADA Accessible Colors
- Hyperlinks for Quick Access
- Digitally Copiable Individual Standards

Printables

- Unique to Each Grade Level
- Additional Space for Reflection/Notes

Revisions to Introduction

- Include Science of Reading Guidance
- Include Access, Equity, Diversity, Inclusion Guidance
- Include Assessment Guidance
- Include Technology and AI Guidance References

Examples

- Next to Complex Standards
- To Assist Teachers and Students with Implementation

Support Framework

- Instructional Examples and Strategies
- Links to Additional Supports
- Personalized, Competency-Based Learning Connections

Bookmarked Links and Examples



Nevada Academic Content Standards
English Language Arts Grades 1



Nevada Academic Content Standards for
English Language Arts Grade 9-10



Grade 1

Grade 1 Reading Standards for Literature (RL)	Page 2
Grade 1 Reading Standards for Informational Text (RI)	Page 3
Kindergarten Reading Foundational Skills (RF)	Page 4
Grade 1 Writing Standards (W)	Page 6
Grade 1 Speaking and Listening Standards (SL)	Page 7
Grade 1 Language Standards (L)	Page 8

READING LITERATURE (RL)

KEY IDEAS AND DETAILS

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

When writing essays or research papers, the students need to support their arguments with evidence from credible sources. For instance, if writing about climate change, the writer might cite scientific studies or expert opinions to back up their claims.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

*For example: Students can compose a character analysis on *The Lord of the Flies*, by William Golding, comparing how Ralph, Piggy, Jack, Maurice, Roger, Simon, and Sameric change from the beginning of the book to the end, with emphasis on how their choices impact each other. Students can examine how human nature is impacted by civilization and society.*

Instructional Framework



MULTILINGUAL LEARNERS

OVERVIEW

Linguistically sustaining instruction is additive and leverages the linguistic repertoires students bring into the classroom; allows students to access and engage with the content through the use of multiple languages for materials and activities; allows students to make use of spoken and written language in ways that match their cultural and linguistic backgrounds ([Student Achievement Partners](#)). Multilingual learners, including formally identified English Learners (ELs), will be given the opportunity to learn and incorporate academic English language into daily instruction, through the Nevada Academic Content Standards for English Language Arts and Literacy. Students who are in an English learner program will be assessed using the WIDA ACCESS for ELLS. Students who pass the WIDA assessment will have demonstrated English language proficiency. Supports and scaffolds provided for the student should be reconsidered to best match student language needs. The WIDA English Language Development Standards Framework, 2020 Edition, can be found online ([WIDA English Language Development Standards Framework](#).)

Educators can consider the [Nevada English Language Development \(ELD\) Standards and Instructional Supports \(nv.gov\)](#) for better understanding student moves across the English proficiency levels, and teacher moves when designing instructional supports and language expectations for simultaneous content and language development.

GUIDELINES FOR INSTRUCTION

The following guidelines are provided to ensure English learner (EL) students receive the appropriate instructional support and services to develop the language necessary for academic achievement. The following guidelines are established to support ELs in Tier I instruction:

- All ELs, including newcomer students, are required to participate in grade-level Tier I instruction using the adopted curriculum for each content area.
- All content area teachers are expected to provide Tier I instruction with appropriate scaffolds (consider instructional supports and language expectations) to support ELs.
- In alignment with federal and state requirements, educators should receive professional development regarding the knowledge, skills, and instructional support necessary to accelerate language development in Tier I instruction for all ELs. ([NAC 388.545](#))
- High quality linguistic and culturally sustaining instructional practices should be continued in Tier 2 interventions.

Questions

