

NEVADA

English Language Arts Academic Content Standards



Instructional Framework



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ACKNOWLEDGEMENTS

Instructional Framework Authors

Mary Jane Apatan

High School English & Art Teacher
Washoe County School District

Kelly Miller

Middle School Assistant Principal
Somerset Academy Aliante Campus

Jennese Black

K-8 English Language Arts
Nevada Department of Education

Nickolas Poulson

Middle School English Teacher
Lincoln County School District

Erin Bundage

High School English Teacher
Pinecrest Academy of Nevada

Tyler Rajchel

Elementary Coordinator
Literacy & Language Development
Clark County School District

Kaitlynn Cooper

High School English Teacher
Washoe County School District

Shadrach Robertson

Middle School English Teacher
CEO White Pine Chamber of Commerce
Ely Learning Bridge Charter School

Kimberly Cuevas

High School English Teacher
Washoe County School District

Nathan Schultz

Elementary Coordinator
Literacy & Language Development
Clark County School District

Jose Heredia

Middle School English Teacher
Mater Academy Las Vegas

Rachel Tillotson

Secondary English Language Arts
K-12 World Languages
Nevada Department of Education

Ricki Hunn

Middle School English Teacher
Nye County School District

Christine Mamaradlo-Rodriguez

Middle School Coordinator
Literacy & Language Development
Clark County School District

Amber Westmoreland

Elementary Principal
Humboldt County School District



OVERVIEW

WHAT THIS FRAMEWORK IS

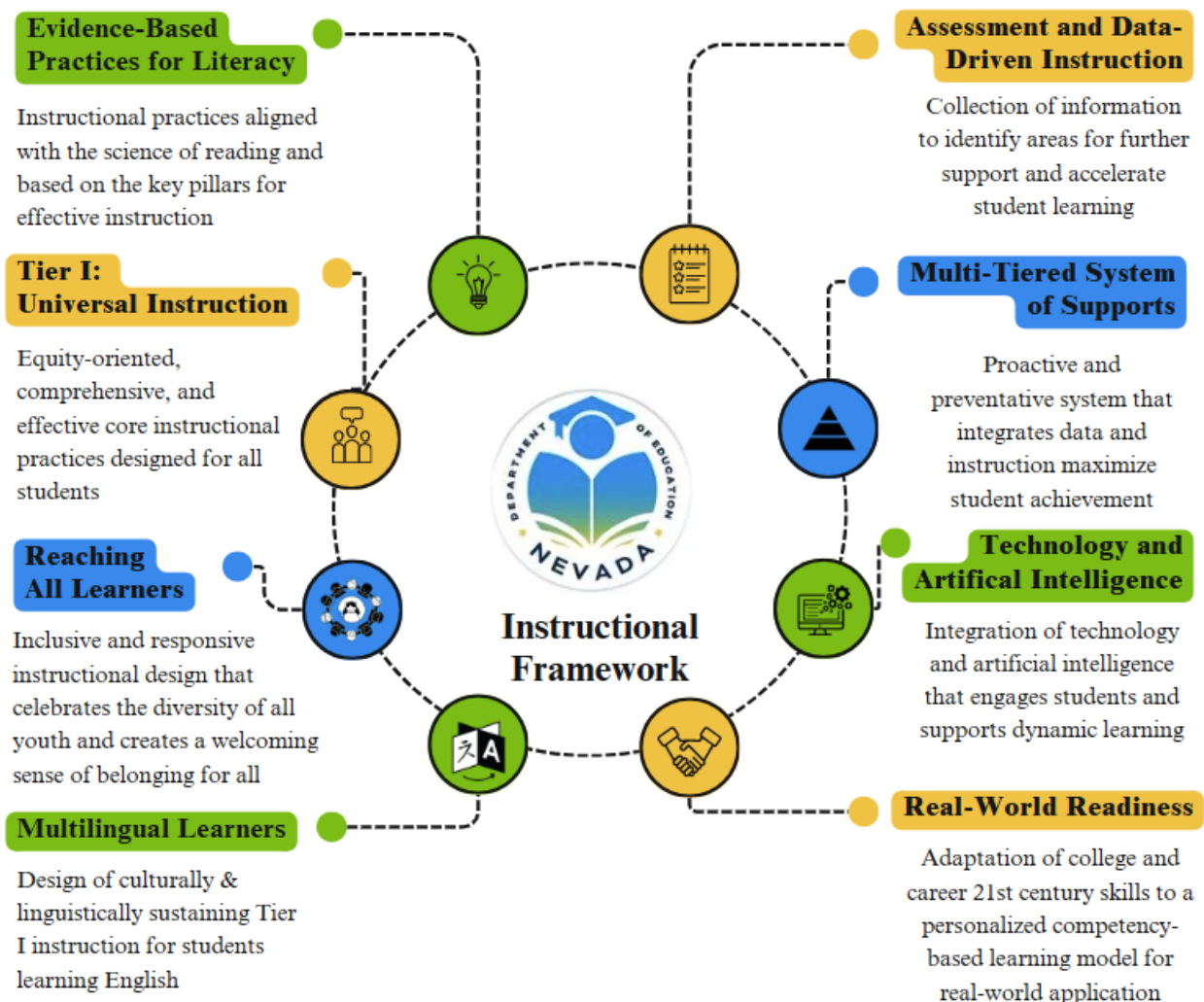
This document includes guidelines to consider when designing high-quality English Language Arts instruction, including an overview with the purpose of this document, evidence-based practices for literacy specific to the science of reading; an explanation of Tier I instruction with key components and equitable practices; guidance for reaching all learners equitably; guidance for Tier I practices with English learners; assessment and data-driven instruction; multi-tiered system of supports with a focus on Tiers 2 and 3; guidance for technology and artificial intelligence; and real-world readiness guidance including an overview of personalized competency-based learning and college and career readiness.

HOW THIS FRAMEWORK SHOULD BE USED

District leaders and school leaders can use this framework as a companion to the [2025 Nevada State Literacy Plan](#) and the English Language Arts (ELA) Nevada Academic Content Standards (NVACS) to ensure school systems and structures support high-quality literacy instruction for all students. This framework serves as a resource to guide literacy instruction pertaining to the implementation of the ELA NVACS for all classroom teachers, specialists, teacher leaders, and all who are committed to improving teaching and learning for all students.



INSTRUCTIONAL FRAMEWORK COMPONENTS





EVIDENCE-BASED PRACTICES FOR LITERACY

SCIENCE OF READING

Nevada's state standards for literacy are designed to align with the body of research around the science of reading, emphasizing the key pillars that research has identified as essential for effective reading instruction ([NRS 392.748](#) effective July 1, 2028). These pillars include phonological and phonemic awareness, phonics (decoding skills), reading fluency, vocabulary, and reading comprehension.

Nevada's approach integrates these components through comprehensive standards that guide instruction beginning in kindergarten. Phonemic awareness and phonics are emphasized in the early grades to build a strong foundation in decoding skills. As students progress, there is a focus on fluency, ensuring that students can read with speed, accuracy, and proper expression. Vocabulary development is interwoven throughout all grade levels and content areas, recognizing its critical role in comprehension. Finally, comprehension strategies are taught explicitly, enabling students to understand and analyze texts across various subjects.

The State stresses the importance of differentiated instruction within the standards to meet the diverse needs of students, ensuring that all learners, including those who struggle with reading, receive effective instruction based on the science of reading principles. This comprehensive approach ensures that Nevada's students are equipped with the necessary skills to become proficient and confident readers.

NEVADA STATE LITERACY PLAN

[PreK-12 Nevada State Literacy Plan \(2025 NSLP\)](#)

EVIDENCE-BASED PRACTICES

Phonological and Phonemic Awareness ([2025 NSLP](#), pp. 17—18)

- Provides explicit and systematic instruction following a logical scope and sequence.
- Emphasizes articulation heavily to strengthen auditory discrimination.
- Enhanced through integration with print, linking sounds to letters.
- Immediate corrective feedback ensures mastery of skills.

Phonics/Decoding Skills ([2025 NSLP](#), pp. 18—20)

- Instruction is explicit and systematic, following a clear scope and sequence.
- Segmenting and blending are taught explicitly for both encoding and decoding.
- Regular review of previously learned phonics skills is built in.
- Skills are practiced with decodable texts to solidify understanding.
- Immediate corrective feedback supports skill acquisition.

**Reading Fluency** (2025 NSLP, p. 20)

- Frequent practice with letter names and sounds to build accuracy and automaticity.
- Fluency is developed at the word, phrase, and sentence levels.
- Immediate corrective feedback helps maintain reading fluidity and pace.

Vocabulary (2025 NSLP, pp. 22—3)

- Daily exposure to rich vocabulary and complex texts.
- New vocabulary is connected meaningfully to prior knowledge and real-world contexts.
- Students use new vocabulary in both writing and conversations to deepen understanding.
- Explicit instruction focuses on preselected, targeted vocabulary, with a focus on morphology to enhance word knowledge.

Comprehension (2025 NSLP, p. 21)

- Grammar and syntax are taught in context, helping students see their role in meaning-making.
- Daily practice with diverse and complex texts builds comprehension skills.
- Explicit instruction in text structure and making inferences helps students deepen understanding.
- Students are encouraged to monitor their own comprehension of texts, applying strategies learned through gradual release.

For additional explanation on the science of reading:

- National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel: Teaching Children to Read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. U.S. Government Printing Office.
- Nevada Department of Education. (2025). *PreK–12 Nevada State Literacy Plan*. Pp. 5–6, 93–7, 88–91
- The Reading League. (2022). *Science of Reading: Defining Guide*.



TIER I INSTRUCTION

KEY COMPONENTS

This framework is designed to promote inclusivity, cultural responsiveness, and accessibility while equipping all students with the literacy skills necessary for academic success. It integrates explicit instruction, student centered learning, and multimodal engagement to meet the needs of diverse learners in a Tier I setting.

1. Center All Students as Expert Language Users:

- Encourage multilingualism and translanguaging by allowing students to use home languages in discussions, writing, and brainstorming. Use student-centered dialogue, such as peer discussions and storytelling.
- Include culturally responsive texts that reflect diverse voices, experiences, and dialects.

Example: A middle school teacher incorporates student-led literature circles where students select texts that reflect their communities and discuss connections to their lived experiences.

Example: In a high school setting, after sharing personal narratives aloud, students offer revisions for different audiences—how might the story change if told in a college application essay versus a spoken-word performance?

2. Provide Rich Oral Language Experiences

- Incorporate interactive read-alouds, where teachers model fluency, intonation, and comprehension strategies. Use storytelling, dramatization, and debate.
- Design opportunities for collaborative conversations, such as think-pair-share, Socratic seminars, and reciprocal teaching.

Example: A second-grade teacher facilitates an interactive read-aloud of a nonfiction text, pausing for students to discuss key vocabulary and make predictions before summarizing in small groups.

Example: In a high-school course pairs discuss “How would Macbeth’s ambitions shape his choices?”

3. Explicitly Teach Prerequisite Foundational Skills for Engaging with Print

- Use structured phonemic awareness and phonics lessons, particularly in the early grades.
- Provide multi-sensory literacy activities, such as manipulatives, movement-based learning, and technology-assisted tools.
- Integrate word study and morphology instruction to build decoding and vocabulary skills across grade levels.

Example: A first-grade teacher incorporates a daily phonics routine where students practice letter-sound relationships using Elkonin boxes and kinesthetic activities like skywriting.



TIER I INSTRUCTION (cont.)

KEY COMPONENTS

4. Scaffold the Reading Comprehension of Complex Texts Across Formats, Genres, and Disciplines

- Use gradual release of responsibility (**I Do, We Do, You Do**) to model comprehension strategies at a pace that is developmentally appropriate for the learner and content delivery.
- Teach text structure and annotation strategies to help students navigate challenging texts.
- Provide graphic organizers, guided questions, and chunking strategies to scaffold understanding.

Example: A third-grade teacher introduces a nonfiction text structure chart for the water cycle, showing how headings, captions, and bolded words provide clues about key ideas. Students complete a water cycle graphic organizer, drawing pictures and writing short summaries for each stage.

Example: A high school science teacher introduces a challenging article on climate change by pre-teaching key vocabulary, modeling annotation techniques, and facilitating small-group discussions.

5. Model and Guide the Expression of Written Ideas for a Variety of Audiences

- Teach sentence construction, paragraph structure, and text organization using mentor texts.
- Use writing conferences, peer review, and revision cycles to support student growth.
- Incorporate authentic writing tasks, such as letters, blogs, persuasive essays, and research projects.

Example: A fourth-grade teacher models how to write an opinion piece and guides students through the writing process before they publish their work in a class magazine.

Example: In a high school setting, students analyze how these texts use claims, evidence, and persuasive techniques for different audiences (e.g., fellow activists vs. government officials).

For more explanation on the Tier I Instruction:

- [MTSS4Success.org: Essential Features of Tier I](https://mtss4success.org/Essential-Features-of-Tier-I)
- [PreK-12 Nevada State Literacy Plan](#) pp. 14—27



REACHING ALL LEARNERS

OVERVIEW

Addressing equity and inclusion in the ELA classroom requires teachers to create a sense of belonging for all students, using culturally responsive instructional practices, maintaining high, grade-level expectations for all students, and incorporating a variety of diverse texts.

Every student in Nevada should feel a strong sense of belonging in their ELA classroom. A supportive environment that values and respects each student helps meet their unique learning needs, allowing them to see themselves reflected in the curriculum and achieve academic success. This inclusive atmosphere acknowledges and celebrates differences in beliefs, age, gender identities and expression, sexual orientation, socio-economic status, religion, race, ethnicity, physical or mental ability, citizenship status, native language, national origin, ancestries, or any other distinguishing characteristics or backgrounds as are outlined by Nevada's definition of a safe and respectful learning environment ([NRS 388.132](#)).

GUIDELINES FOR INSTRUCTION

To ensure that all students receive standards-based instruction, educators must maintain high expectations for every learner. This commitment fosters an environment where all students are encouraged to reach their full potential. In educational settings that prioritize equitable practices, it is essential to provide instruction aligned with grade-level standards consistently for **all** students. Such an approach both promotes academic achievement and cultivates a sense of belonging and engagement among students. By recognizing and addressing the diverse needs and strengths of each individual, educators can create a dynamic classroom atmosphere that supports learning for all, empowering them to thrive regardless of background or circumstance. This commitment to equity helps close achievement gaps and prepares all students for success.

Creating a sense of belonging and fostering an accepting, welcoming community in the classroom is greatly enhanced by incorporating a diverse range of texts. Educators should choose materials that serve as "mirrors," allowing students to see themselves reflected in the stories and experiences presented. It is of equal importance to provide "windows"—texts that offer insights into the lives and experiences of individuals from diverse backgrounds and identities ([NRS 389.850](#), [389.525](#)). The selected texts should be authentic narratives, written by authors who have personal experiences related to the stories they share. By bringing these varied perspectives into the classroom, educators can promote empathy, understanding, and connection among students, helping to create an inclusive environment where everyone feels valued and heard. This approach both enriches the educational experience and encourages students to engage critically with the world around them.



PROMOTING INCLUSIVITY

CONSIDERATIONS

Universal Design for Learning (UDL): Provide multiple ways for students to access, engage with, and express their understanding of texts.

Culturally Responsive Teaching: Ensure text selections and learning activities affirm students' identities to serve as "mirrors" allowing students to see themselves reflected in the text.

Social-Emotional Learning (SEL): Foster a classroom culture where students feel safe to share their ideas, make mistakes, and grow as learners.

Assessment for Learning: Use formative assessments (e.g., exit tickets, running records, and student reflections) to tailor instruction to student needs.

For additional resources on reaching all learners:

- [Nevada Revised Statutes \(NRS\) 389.132, 389.525, 389.850](#)
- [Office for a Safe and Respectful Learning Environment](#)
- [Office of Comprehensive Student Services](#)
- [School Climate & Social Emotional Learning \(SEL\) Supports](#)



MULTILINGUAL LEARNERS

OVERVIEW

Linguistically sustaining instruction is additive and leverages the linguistic repertoires students bring into the classroom. This allows students to access and engage with the content through the use of multiple languages for materials and activities. It also 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 additional strategies. This document also provides better understanding for 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 approved 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.

For additional resources and information to assist English Learners:

- [ACT Supports for Educators and Administrators](#)
- [ACT Supports to English Learners](#)
- [Office of English Language Learners](#) and [Office of Student and School Supports \(OSSS\)](#)



ASSESSMENT AND DATA-DRIVEN INSTRUCTION

ASSESSMENT

The Standards delineate specific expectations in reading, writing, speaking and listening, and language, and assessment practices should reflect student ability to meet those standards.

Standards are not meant to be individually siloed and often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills.

College and Career Readiness (CCR) anchor standards themselves provide another source of focus and coherence. The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

DATA-DRIVEN INSTRUCTION

Assessments are only as powerful as how we use them. This includes **formative assessments**, like exit tickets, as well as **summative assessments**, like the Smarter Balanced and ACT summative. Student results of all assessments should be communicated to and analyzed by educators, students, and/or other stakeholders. This can be more formal, like schoolwide data meetings, or informal, like daily check-ins with students. School teams must use multiple data sources on numerous occasions, employing assessments for their intended purpose, and ensuring student results are used to inform teaching and learning. Educators work collaboratively to plan high-quality, standards-based instruction based on evidence of student performance.

Consider the following questions when making data-driven decisions:

- What are the core instructional challenges that need to be addressed?
- How are students responding to Tier I instruction?
- How can students be grouped to provide differentiated Tier I instruction and Tier II/Tier III intervention?
- What additional information is needed to design interventions?
- What structures are in place to provide students with timely and targeted feedback?
- What types of goals need to be set with students?
- What action steps will students take?



For additional resources on assessments:

- [ACT English Practice Test](#)
- [Lexile Resources](#)
- [MAP Help Center](#)
- [MAP Warm Up K-2+](#)
- [Office of Assessments](#)
- [PreK-12 Nevada State Literacy Plan, pp. 28—35](#)
- [Smarter Balanced Assessment Resources](#)



MULTI-TIERED SYSTEM OF SUPPORT

OVERVIEW

A Multi-Tiered System of Support (MTSS) is a proactive framework that integrates data and instruction to support student achievement and well-being, addressing social, emotional, and behavioral needs through a strengths-based approach. It serves as the foundation for implementing SEL, SEAD, Restorative Practices, and School Climate initiatives.

MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high-quality education for all students.

TIER I (Universal Support)

As explained in pages 7 & 8, Tier I instruction is what all students at a school receive in their daily classes, interactions, and school experiences.

In Tier I, all students receive high-quality, standards-aligned instruction that is differentiated to meet diverse learning needs. Universal supports focus on delivering the general education curriculum using evidence-based practices that ensure students have access to grade-level content in reading, writing, speaking, listening, and language. Ongoing assessments, such as formative and summative assessments, are used to monitor progress and guide instruction. Teachers provide scaffolded instruction, engage students in high-level questioning, and integrate technology to enhance learning. Most students will thrive with these universal supports, but instructional strategies are adjusted as necessary to address different learning styles and paces.

For additional resources on Tier I:

- [MTSS4Success.org](https://mtss4success.org/): Essential Features of Tier I
- [PreK-12 Nevada State Literacy Plan](#), pp. 14—27

TIER II (Targeted Interventions)

Tier II instructions/interventions are for a smaller group of students. This is based on data collected in the Tier I level. The goal of Tier II support is to help the student be successful with Tier I Instruction or to identify if the student needs additional support in the form of Tier III.

At **Tier II**, schools provide standardized interventions that target academic, social, emotional, and behavioral needs using validated programs to support students identified as at-risk. Teams select or design interventions and supports that have demonstrated positive effects for desired outcomes and are aligned with student needs. Tier II interventions and supports are delivered with fidelity at an appropriate duration and frequency to ensure students have increased opportunities for practice and corrective feedback.

Tier II provides targeted interventions for students who demonstrate a need for additional academic support beyond the core instruction. These interventions are delivered in small groups and are designed to help students who are struggling to meet grade-level expectations in reading,



writing, speaking, and listening. Targeted interventions are research-based and address specific areas of need, such as fluency, comprehension, or writing skills. Regular progress monitoring helps to ensure that interventions are effective, and adjustments are made as needed. While these interventions are more focused and intensive than Tier 1, students continue to receive core instruction alongside their targeted supports.

For additional resources on Tier II:

- [MTSS4Success.org: Essential Features of Tier II](https://mtss4success.org/essential-features-of-tier-ii/)
- [PreK-12 Nevada State Literacy Plan](#), p. 38

TIER III (Intensive Interventions)

Tier III instruction/interventions are for the select few students who require more support than Tier I and Tier II can provide to them.

At [Tier III](#), educators provide intervention to help students with severe and persistent learning and/or social-emotional-behavioral needs, including students with disabilities. It is provided to students not responding to Tier II interventions and who may have low achievement or ongoing, intensive needs. Designing Tier III supports is a data-driven process that is characterized by increased intensity and individualization of instruction and supports.

Tier III offers intensive, individualized interventions for students with significant academic challenges that have not been adequately addressed by Tier I and Tier II supports. These interventions are highly specialized, often involving one-on-one instruction or very small groups, and are tailored to meet the specific learning needs of each student. Tier III interventions are driven by comprehensive diagnostic assessments.

For additional resources on MTSS and Tier III:

- [Center on Multi-Tiered System of Supports](#)
- [MTSS4Success.org: Essential Features of Tier III](https://mtss4success.org/essential-features-of-tier-iii/)
- [Nevada Department of Education Office for a Safe and Respectful Learning Environment](#)
- [Nevada's Framework for Equitable Integrated System of Student Supports, 2018](#)
- [PreK-12 Nevada State Literacy Plan, 2025](#), pp. 36—41



TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

TECHNOLOGY

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

ARTIFICIAL INTELLIGENCE

While AI introduces exciting opportunities for learning, it cannot replace the human connection that is essential to literacy development. Teachers play an irreplaceable role in fostering relationships, understanding student needs, and guiding learners through the complexities of reading, critical thinking, and communication.

To be ready for college, workforce training, and life in a rapidly evolving technological society, students need to develop skills that extend beyond traditional literacy. In an era where artificial intelligence plays an increasingly prominent role, students must learn to critically engage with AI tools: to gather, comprehend, evaluate, and synthesize information, while recognizing the limitations and biases that can arise from AI-generated content. The ability to conduct original research, solve problems, and navigate a wide range of print and digital texts—both human- and AI-produced—is crucial. As AI and other technological tools become more prevalent, it is essential for students to develop the skills to use these technologies thoughtfully and ethically, supporting their broader literacy and learning across all aspects of today's curriculum.

For additional resources on technology and artificial intelligence:

- [Nevada Academic Content Standards for Integrated Technology](#), pp. 70—130
- [Nevada's STELLAR Pathway to AI Teaching and Learning](#)
- [News Literacy Project](#)
- [Office of Information Technology](#)
- [PreK-12 Nevada State Literacy Plan](#), pp. 28—35
- [U.S. Office of the Chief Information Officer \(OCIO\) AI Guide](#)



REAL-WORLD READINESS

OVERVIEW

Preparing students for the real world means equipping them with the skills, knowledge, and mindset to thrive in college, careers, and life. Nevada's Portrait of a Learner emphasizes adaptability, critical thinking, collaboration, and lifelong learning—essential traits for success in a rapidly evolving workforce. Aligned with college and career readiness academic standards, students develop strong communication, problem-solving, and digital literacy skills, ensuring they can navigate complex challenges and contribute meaningfully to their communities. By fostering both academic excellence and practical competencies, we empower students to confidently pursue diverse opportunities and shape a successful future.

PERSONALIZED, COMPETENCY-BASED LEARNING

NEVADA PORTRAIT OF A LEARNER

“Core academic knowledge is the foundation from which students can apply durable skills, enabling them to build a life, a home, and a future for themselves, their families, and their communities. With the rapid pace of technological change in our post-COVID world, it is more important than ever to center our educational approach around shared human values and a clear sense of purpose. By asking thoughtful questions and encouraging students to reflect on what they are learning and why, we can empower them to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.” —[Nevada Portrait of a Learner](#)

Nevada's community is embracing personalized, competency-based learning, a system in which each student is provided the opportunity to reach their full potential and master competencies through flexible pathways and personalized learning supports—ensuring each learner graduates ready for what's next. This includes creating flexible learning environments and a range of learning experiences and supports that help students demonstrate what they know, and can do. A personalized approach allows learners to make meaningful connections and acquire knowledge and skills in collaborative environments. It helps educators to meet students where they are.

Examples of Real-World Activities Aligned to Nevada's English Language Arts Standards

- Present on current or historical events verbally and/or in writing
- Collaboratively create a plan to solve a school problem
- Investigate, reflect, and argue legal/social issues by citing sources as supporting evidence
- Be able to distinguish and defend real news from fake news with supporting evidence
- Review and analyze an author's perspective compared to current social perspectives
- Create a resume for a desired job and complete a job application
- Develop interview skills and oral and written professional speech/discourse



PORTRAIT OF A LEARNER

The Nevada Portrait of a Learner focuses on four competencies to promote student success in academic and life practices. Incorporating these durable skills into academic lessons will prepare students to successfully deal with life's challenges and be competitive in the professional world.

EMPOWERING: How will I grow in my learning?

- **Reflect** on my personal strengths and unique qualities to leverage them in all aspects of my life.
- Approach learning and life experiences with **curiosity and a growth focused attitude** to find ways to connect them to my passions and interests.
- Be **self-aware**, monitor my needs, and advocate for myself in a variety of environments.
- **Strive for balance** by asking for support related to my intellectual growth, physical, mental, social, and emotional well-being.

CONNECTING: How do I build and sustain relationships and community?

- **Build connections** by actively listening, sharing ideas, and **collaborating** toward common goals.
- **Communicate effectively**, adapting my communication style to different audiences and situations, while using a variety of tools and technologies.
- **Show empathy and respect** toward individuals and groups of diverse backgrounds, cultures, and experiences exploring multiple viewpoints.

IMPACTING: How will I contribute to make an impact?

- **Transfer and apply knowledge and skills** across academic disciplines to make a **purposeful impact**.
- **Evaluate and analyze** data, ideas, and interactions as **critical thinkers and creative problem-solvers** to overcome challenges in all aspects of my life.
- **Be an engaged member** of my community, participating in public discourse and decision-making processes, and promoting opportunities of **civic engagement**.

THRIVING: How will I thrive?

- **Stay resilient and courageous** in the face of challenges and changing contexts, learning from my mistakes and growing as a result.
- **Practice intellectual agility**, continuously learning, unlearning, and relearning to adapt to evolving opportunities in my school and community.
- **Be a person of integrity**, making and keeping commitments to my peers and community while staying true to my values and beliefs



COLLEGE, CAREER, & REAL-WORLD READINESS

OVERVIEW

As students progress through the grades and master the standards in reading, writing, speaking, listening, and language, they increasingly demonstrate the capacities of a literate individual, preparing them for college, career, and real-world readiness. These standards build on a previous initiative led by CCSSO and NGA to create College and Career Readiness (CCR) standards. The CCR [Reading](#), [Writing](#), [Speaking and Listening](#), and [Language](#) Standards, released in 2010, serve as the foundation for the current grade-specific K–12 standards, which translate these broad goals into age-appropriate expectations.

DESCRIPTORS

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide- ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise.

They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the



soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology, thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.



RESOURCE LIST

- ACT, Inc. (n.d.). *English Practice Test Questions*. <https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/english-practice-test-questions.html?page=0&chapter=0>
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