

LCB File No. T017-99

**ADOPTED TEMPORARY REGULATION OF THE
NEVADA STATE BOARD OF EDUCATION**

**STATE BOARD FOR OCCUPATIONAL EDUCATION
(Effective February 9, 1999)**

Explanation: Matter in italics is new; matter in brackets [] is material to be omitted.

ENGLISH LANGUAGE ARTS

Statutory Authority: 385.080

Chapter 389 of NAC is hereby amended by adding the provisions effective July 1, 1999 as follows:

KINDERGARTEN AND ELEMENTARY SCHOOL

Instruction Through Second Grade

By the end of the second grade, students know and are able to do everything required in the previous grades for courses in English Language Arts offered in public elementary schools and must include instruction designed to teach the following content standards to the pupil by the completion of second grade:

1. For the area of reading:

(a) Students know and use word analysis skills and strategies to comprehend new words encountered in text.

(1) Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.

(2) Use knowledge of phonics and structural elements (e.g., syllables, basic prefixes, roots, and suffixes) to decode unfamiliar words of one or more syllables in context.

(3) Identify the meanings of simple prefixes, common suffixes, and abbreviated words in context.

(4) Identify and use knowledge of spelling patterns such as diphthongs and special vowel spellings when reading; apply knowledge of basic syllabication rules when reading (e.g., V/CV= su/per, VC/CV= sup/per).

(5) Identify and use knowledge of synonyms, antonyms, homophones, and homographs to understand text.

(b) Students use reading process skills and strategies to build comprehension.

(1) Identify pre-reading strategies that aid comprehension such as accessing prior knowledge, predicting, previewing, and setting a purpose.

(2) Identify self-correcting strategies such as self-questioning and rereading.

(3) Recall the main idea of the text while reading.

(4) Retell the main idea of text.

(c) Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

(1) Analyze simple elements of a story such as settings, characters, and plot (e.g., restate the logical and sequential development of a story and generate alternative endings to stories).

(2) Identify simple character traits.

(3) Compare and contrast different versions of the same stories from different cultures and eras.

(4) Compare rhythm, rhyme, and alliteration in poetry.

(5) Distinguish between poetry and prose.

(d) Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

(1) Locate table of contents and chapter headings and interpret information from diagrams, charts, and graphs.

(2) Identify and explain cause and effect and determine the main idea of a passage.

(3) Ask questions to gain understanding of important information in a text.

(4) Read and follow simple directions to perform a task.

2. For the area of writing:

(a) Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

(1) Use at least two sources to write an informative paper.

(2) Write friendly letters.

(3) Write stories and poems.

(4) Write responses to literature.

(b) Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

(1) Generate possible ideas for future writing by recalling experiences, talking, drawing, and hearing stories.

(2) Organize ideas through activities such as listing, webbing, and clustering.

(3) Write stories or other compositions.

(4) Revise writing for detail and clarity.

(5) Edit, with teacher assistance, for correct word usage.

(6) Produce writing for given audience.

(7) Share writing with others and listen to responses.

(c) Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

(1) Use nouns, verbs, pronouns, adjectives, and adverbs in writing.

(2) Identify complete and incomplete sentences in writing.

(3) Use commas in the greeting and closure of a letter and with dates and words in a series; use end punctuation, contractions, and possessives correctly.

(4) Capitalize proper nouns and initials.

(5) Use correct spelling of words containing short, long, and r-controlled vowels, blends, digraphs, and irregular words (e.g., said, who, they).

(6) Create readable compositions with legible writing.

3. For the Areas of Listening & Speaking

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

(1) Determine the purpose(s) for listening, such as to obtain information, to solve problems, or for enjoyment.

(2) Attend and respond to public presentations and a variety of media.

(3) Distinguish among different dialects.

(4) Follow two-step oral directions to complete a task.

(b) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

(1) Select and use specific vocabulary to communicate ideas.

(2) Speak clearly at an understandable pace.

(3) Make oral presentations that maintain a clear focus.

(4) Recount experiences and tell stories that move through a logical sequence of events and include character and setting.

(5) Give clear directions to complete a simple task.

(c) Students participate in discussions to offer information, clarify ideas, and support a position.

(1) Demonstrate turn-taking and eye-contact in conversations and group discussions.

(2) Ask and answer questions to gather and provide information.

(3) Present ideas and information in groups.

4. For the Area of Research

(a) Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

(1) Formulate questions to explore areas of interest.

(2) Locate and use information from reference materials and technology.

(3) Present research findings using various media.

Instruction Through Third Grade

By the end of the third grade, students know and are able to do everything required in the previous grades for courses in English Language Arts offered in public elementary schools and must include instruction designed to teach the following content standards to the pupil by the completion of third grade:

1. For the area of reading:

(a) Students know and use word analysis skills and strategies to comprehend new words encountered in text.

(1) Use knowledge of word families, phonics, and structural elements to read and to determine the meaning of unfamiliar words in context.

(2) Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.

(3) Use dictionaries and glossaries to determine the meanings and other features of unknown words.

(4) Use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary.

(b) Students use reading process skills and strategies to build comprehension.

(1) Use pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.

(2) Use self-correcting strategies such as self-questioning and rereading to gain meaning from text.

(3) Recall essential points in text while reading; make and revise predictions about coming information.

(4) Restate facts and details in text to share information and organize ideas.

(5) Adjust reading rate to suit difficulty of text.

(c) Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

(1) Compare plots, settings, and characters in a variety of works and by a variety of authors.

(2) Make inferences about a character's traits and check text for verification.

(3) Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times.

(4) Identify and compare themes or messages in reading selections.

(5) Identify simile, metaphor, onomatopoeia, and hyperbole in text.

(6) Read and identify stories, plays, poetry, and non-fiction selections

(d) Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

(1) Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.

(2) Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.

(3) Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.

(4) Draw conclusions about texts and support them with textual evidence and experience.

(5) Read and follow three and four-step directions to complete a simple task.

2. For the area of writing:

(a) Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

(1) Locate, acknowledge, and use at least three sources to write an informative paper.

(2) Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.

(3) Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot.

(4) Write responses to literature and experiences.

(5) Write compositions that retell events of a story in sequence.

(b) Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

(1) Generate possible ideas for future writing through group activities such as brainstorming and discussions.

(2) Organize ideas through activities such as sequencing and classifying.

(3) Write simple compositions that address a single topic and include supporting sentences.

(4) Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas.

(5) Edit for use of standard English.

(6) Produce writing with voice for given audiences.

(7) Share writing with others, listen to responses, and make revisions to drafts based upon reader responses.

(c) Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

(1) Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences.

(2) Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences.

(3) Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.

(4) Use rules of capitalization.

(5) Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).

(6) Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.

3. For the Areas of Listening & Speaking

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

(1) Retell and explain what has been said by a speaker.

(2) Listen to connect prior experiences, insights, and ideas to the message of a speaker.

(3) Identify language and sayings that reflect regions and cultures.

(4) Follow three- and four-step oral directions to complete a simple task.

(b) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

(1) Use specific vocabulary and apply standard English to communicate ideas.

(2) Use appropriate public speaking techniques such as volume control and eye contact.

(3) Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.

(4) Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.

(5) Give clear three- and four-step directions to complete a simple task.

(c) Students participate in discussions to offer information, clarify ideas, and support a position.

(1) Speak and listen attentively in conversations and group discussions.

(2) Ask pertinent questions; respond to questions with relevant details.

(3) Share ideas and information to complete a task.

(4) Distinguish between a speaker's opinion and verifiable facts.

4. For the Area of Research

(a) Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

(1) Formulate questions to investigate topics.

(2) Use a variety of library resources, media, and technology to find information on a topic.

(3) Give credit for others' ideas, images, and information.

(4) Organize and record information from print and non-print resources.

(5) Present research findings for different purposes and audiences.

Instruction Through Fifth Grade

By the end of the fifth grade, students know and are able to do everything required in the previous grades for courses in English Language Arts offered in public elementary schools and must include instruction designed to teach the following content standards to the pupil by the completion of fifth grade:

1. For the area of reading:

(a) Students know and use word analysis skills and strategies to comprehend new words encountered in text.

(1) Use knowledge of phonics, structural elements, grammar, and syntax to read and to determine the meaning of unfamiliar words in context.

(2) Identify and use the meaning of high-frequency Greek- and Latin-derived roots and affixes to determine the meaning of words.

(3) Use dictionaries and glossaries to find word origins and to determine meanings of unknown words.

(4) Use context clues such as restatement, definitions, and examples to determine the meaning of unknown words.

(b) Students use reading process skills and strategies to build comprehension.

(1) Select and apply pre-reading strategies that enhance comprehension such as making a plan for reading, accessing prior knowledge, choosing a graphic organizer, and selecting reading rate.

(2) Apply self-correcting strategies to gain meaning from text.

(3) Select and use a variety of skills and strategies during reading such as identifying main ideas, identifying fact and opinion or cause and effect, verifying predictions,

summarizing, paraphrasing, and drawing conclusions to aid comprehension.

(4) Clarify understanding of text by note taking, outlining, completing a graphic organizer, summarizing, and writing a report.

(5) Adjust reading rate to suit reading purpose and difficulty of text.

(c) Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

(1) Distinguish main incidents of a plot that lead to the climax, and explain how the problem or conflict is resolved.

(2) Make inferences supported by the text about characters' traits and motivations.

(3) Identify historical events and cultural contexts as portrayed in literature.

(4) Compare stated and implied themes in a variety of works.

(5) Locate and interpret figurative language, including simile, metaphor, and personification in text.

(6) Describe how authors' writing styles influence reader response.

(7) Describe differences in purpose and structure among stories, plays, poetry, and nonfiction selections.

(d) Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

(1) Use knowledge of format, graphics, sequence, diagrams, illustrations, charts, and maps to comprehend text.

(2) Clarify and connect main ideas and concepts and identify their relationship to other sources and related topics.

(3) Read to evaluate new information and hypotheses by comparing them to known information and ideas.

(4) Draw conclusions and make inferences about texts supported by textual evidence and experience.

(5) Identify authors' ideas and purposes in texts including advertisements and public documents.

(6) Read and follow multi-step directions in order to perform procedures and complete tasks.

2. For the area of writing:

(a) Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

(1) Write informative papers that develop a clear topic with appropriate facts, details, and examples from a variety of sources.

(2) Write well-organized communications such as friendly or business letters in an appropriate format for a specific audience and purpose.

(3) Write a narrative or story that develops a plot or sequence and uses "showing" rather than "telling" details to describe the setting, characters, and events of the story.

(4) Write responses to literary selections by supporting ideas with selected examples.

(5) Write summaries of oral and written stories.

(6) Write short expository text that speculates on causes and effects and offer simple persuasive evidence.

(b) Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

(1) Generate ideas for future writing through activities such as clustering, brainstorming, and listening to and following story models.

(2) Organize ideas through activities such as outlining, listing, webbing, and mapping.

(3) Write paragraphs and compositions with main ideas that are supported by details and state a conclusion.

(4) Revise compositions to improve the meaning and focus of writing by adding, deleting, clarifying, and rearranging words and sentences.

(5) Edit for use of standard English.

(6) Produce writing with a voice that shows awareness of an intended audience and purpose.

(7) Share final drafts with a designated audience.

(c) Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

(1) Identify and correctly use pronoun case, comparative and superlative modifiers, and often misused verbs such as lie/lay, sit/set, and rise/raise in writing.

(2) Identify and write prepositional phrases, appositives, and independent clauses; use transitions and conjunctions to elaborate ideas.

(3) Use colons to introduce a list; use quotation marks around exact words of speakers and names of poems, songs, and short stories.

(4) Use rules of capitalization.

(5) Use correct spelling of frequently used words, with special attention to roots, suffixes, and prefixes.

3. For the Areas of Listening & Speaking

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

(1) Interpret a speaker's verbal and non-verbal messages, purposes, and viewpoint; distinguish fact from opinion.

(2) Identify the intent of persuasive speaking techniques, evaluate a speaker's delivery using given criteria, and provide constructive feedback.

(3) Identify and describe language and dialect usage that vary in different contexts, regions, and cultures.

(4) Follow multi-step oral directions to complete a task.

(b) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

(1) Use specific and varied vocabulary and apply standard English to communicate ideas.

(2) Select and use appropriate public speaking techniques such as gestures, facial expressions, posture, speaking rate/pace, and enunciation.

(3) Give organized reports that demonstrate a clear point of view and incorporate multi-media aids as needed for enhancement.

(4) Give multi-step directions to complete a task.

(c) Students participate in discussions to offer information, clarify ideas, and support a position.

(1) Participate in conversations and group discussions as a contributor and leader.

(2) Ask and answer questions to clarify or extend ideas.

(3) Share ideas, opinions, and information with a group, choosing language that communicates messages clearly and effectively.

(4) Compare and contrast ideas and viewpoints of several speakers.

4. For the Area of Research

(a) Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

(1) Formulate research questions and establish a focus and purpose for inquiry.

(2) Select information from multiple resources to answer questions.

(3) List sources used in research.

(4) Record information using given note-taking and organizational formats.

(5) Present research findings using charts, maps, or graphs with written text.

Instruction Through Eighth Grade

By the end of the eighth grade, students know and are able to do everything required in the previous grades for courses in English Language Arts offered in public elementary schools and must include instruction designed to teach the following content standards to the pupil by the completion of eighth grade:

1. For the area of reading:

(a) Students know and use word analysis skills and strategies to comprehend new words encountered in text.

(1) Apply knowledge of Greek- and Latin-derived roots and affixes to determine the meaning of unknown words and to increase vocabulary.

(2) Apply knowledge of word origins, roots, structures, and context clues, as well as use dictionaries and glossaries, to comprehend new words in text.

(3) Analyze idioms, analogies, metaphors, and similes to infer literal and figurative meaning.

(b) Students use reading process skills and strategies to build comprehension.

(1) Apply and analyze the use of appropriate pre-reading strategies that enhance comprehension, such as accessing prior knowledge, predicting, previewing, and setting a purpose.

(2) Choose reading strategies and self-correct to enhance comprehension.

(3) Apply and analyze a variety of skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.

(4) Use outlines, maps, and graphic organizers to aid comprehension.

(5) Adjust reading rate to match purpose, task, and text difficulty.

(c) Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

(1) Analyze and evaluate story elements such as character, conflict, plot, subplot, parallel episodes, and climax to determine their importance to a story.

(2) Make inferences supported by the text regarding the motives of characters and consequences of action.

(3) Explain an author's viewpoint and message in relation to the historical and cultural context of the author or work.

(4) Distinguish theme from topic, analyze possible themes, and pinpoint recurring themes in several selections, citing textual evidence to support claims.

(5) Analyze ways authors use imagery, figurative language, and sound to elicit reader response.

(6) Compare stylistic elements among texts to determine effects of author choices.

(7) Compare characteristics and elements of various literary forms, including short stories, poetry, essays, plays, speeches, and novels.

(d) Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

(1) Use knowledge of text features and common expository structures such as cause/effect and comparison/contrast to comprehend text.

(2) Locate, interpret, organize, and synthesize information in texts to answer specific questions and support ideas.

(3) Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's ideas.

(4) Summarize authors' ideas and information in texts, including advertisements and public documents.

(5) Read and follow multi-step directions to complete a complex task.

2. For the area of writing:

(a) Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

(1) Write informative papers that develop a topic with introductory and concluding statements and supporting ideas, examples, and details from a variety of sources.

(2) Write career and workplace communications such as business letters, resumes, or job applications and produce workplace communications such as memos, charts, and graphs.

(3) Write narratives or short stories that reveal the writer's attitude toward the subject; relate a clear coherent incident, event, or situation with detail; and employ strategies such as relevant dialogue and physical description.

(4) Write responses to literary selections that demonstrate an understanding of the work, using supporting evidence from the texts and prior knowledge or experience.

(5) Write summaries that present main ideas and key supporting information.

(6) Write persuasive editorials or essays that state a thesis and arrange supporting details, reasons, and examples, effectively anticipating and answering reader concerns and counter-arguments.

(b) Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.

(1) Generate ideas for writing by using a variety of strategies such as interviewing;

discussing with peers; or responding to literature, film, art, and other media.

(2) Organize ideas in compositions according to the purpose and task of writing.

(3) Write coherent compositions with a controlling impression or thesis statement.

(4) Revise writing, using given criteria, to improve word choice, organization, and point of view.

(5) Edit for use of standard English.

(6) Produce writing with a voice that is expressive and appropriate to audience and purpose.

(c) Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

(1) Apply the rules of usage and grammar such as subject/verb agreement, pronoun/antecedent agreement, and verb tense usage in writing.

(2) Use varied sentence structure, including complex sentences, to reinforce the presentation of a personal writing style.

(3) Use internal and external punctuation correctly.

(4) Use rules of capitalization.

(5) Demonstrate conventional spelling.

3. For the Areas of Listening & Speaking

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

(1) Identify and paraphrase speaker's main ideas and supporting evidence to draw meaning from and ask relevant questions about content and purpose of oral presentations.

(2) Evaluate content and delivery of oral presentations using given criteria and provide constructive feedback.

(3) Analyze how dialects associated with informal and formal speaking contexts are reflected in slang, jargon, and language styles.

(4) Follow multi-step oral directions to complete a complex task.

(b) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

(1) Select and use vocabulary and public speaking techniques appropriate to audience and purpose.

(2) Organize and deliver planned and impromptu presentations appropriate to audience and purpose.

(3) Give clear and concise multi-step directions to complete a complex task.

(c) Students participate in discussions to offer information, clarify ideas, and support a position.

(1) Participate in conversations and group discussions as an active listener to provide constructive feedback.

(2) Ask for and provide specific evidence in support of an opinion.

(3) Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.

(4) Express supported opinions while considering multiple or divergent viewpoints.

4. For the Area of Research

(a) Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

(1) Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.

(2) Locate and select relevant information from multiple primary and secondary sources.

(3) Document research sources using a given format.

(4) Record information using a variety of note-taking and organizational strategies.

(5) Organize and present research findings using appropriate multi-media.

HIGH SCHOOL

Required Course of Study

By the end of the grade twelve, students know and are able to do everything required in the previous grades for courses in English Language Arts offered in public schools and must include instruction designed to teach the following content standards to the pupil by the completion of grade twelve:

1. For the area of reading:

(a) Students know and use word analysis skills and strategies to comprehend new words encountered in text.

(1) Apply knowledge of Anglo-Saxon-, Greek-, and Latin-derived roots and affixes to determine the meaning of unknown vocabulary across the curriculum.

(2) Discern subtle differences between closely related words (e.g., thin and slender); use references as necessary.

(3) Apply knowledge of syntax and literary allusions to acquire an understanding of new words and to comprehend text.

(b) Students use reading process skills and strategies to build comprehension.

(1) Refine pre-reading strategies such as accessing prior knowledge, predicting, previewing, and setting a purpose to ensure comprehension.

(2) Use specific repair strategies such as summarizing, clarifying ambiguities, and consulting other sources.

(3) Plan, monitor, and assess the strategies used to ensure comprehension of a variety of texts.

(c) Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.

(1) Analyze the historical and cultural influences that have shaped characters, plots, settings, and themes in recognized works of American, British, and world literature.

(2) Use textual evidence to analyze the theme or meaning of a selection.

(3) Analyze and evaluate ways authors use imagery, figures of speech, and sound to elicit reader response.

(4) Analyze how irony, tone, mood, style, syntax, and sound of language are used for rhetorical and aesthetic purposes.

(5) Analyze the effects of an author's choice of literary form.

(d) Students read to comprehend, interpret, and evaluate informational texts for specific purposes.

(1) Analyze text features and rhetorical strategies of different types of primary source documents (e.g., policy statements, speeches, debates, diaries, platforms) and identify how authors use the features to achieve their purposes.

(2) Locate, organize, interpret, and synthesize information in multiple primary and secondary sources to support ideas and positions.

(3) Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents.

(4) Analyze how historical and cultural contexts influence the content and validity of informational texts.

(5) Read and apply multi-step directions to perform complex procedures and tasks.

2. For the area of writing:

(a) Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.

(1) Write a research paper that develops a thesis, contains information selected from at least ten sources, and conforms to a style manual.

(2) Produce subject-specific technical writing such as an instructional manual for a shop project or field reports for science.

(3) Write reflective texts that draw comparisons between specific incidents and broader themes.

(4) Write responses to literature that analyze and critique the use of imagery, language, themes, stylistic devices, and tone.

(5) Write summaries or abstracts that distill large amounts of information into clear, concise prose.

(6) Write persuasive text that evaluates, interprets, or speculates using specific rhetorical devices to support assertions and clarify and defend positions with precise and relevant evidence.

(b) Students write with a clear focus and logical development, evaluating, revising, and

editing for organization, style, tone, and word choice.

(1) Generate ideas for writing by selecting appropriate pre-writing strategies with attention to audience, purpose, and personal style.

(2) Organize ideas in compositions by selecting and applying structures such as comparison/contrast or cause/effect, which enhance the central idea or theme.

(3) Write compositions that present complex ideas in a sustained and compelling manner.

(4) Revise writing to improve word choice, organization, and point of view, using given criteria such as rubrics or feedback from others.

(5) Edit for use of standard English.

(c) Students write using standard English grammar, usage, punctuation, capitalization, and spelling.

(1) Apply the rules of usage, grammar, and capitalization with few significant errors; use modifiers, parallel structure, and subordination correctly in writing.

(2) Use multiple structures such as inversion, parallelism, and sentences of varying lengths for stylistic effect.

(3) Use rules of punctuation; manipulate conventions for emphasis in writing.

3. For the Areas of Listening & Speaking

(a) Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.

(1) Summarize and evaluate communications that inform, persuade, and entertain.

(2) Create and apply criteria for evaluating content and delivery of oral and multi-media presentations.

(3) Analyze the effects of language and dialect on audience response.

(b) Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.

(1) Make formal oral or multi-media presentations, using vocabulary and public speaking techniques appropriate to audience and purpose.

(2) Organize and deliver planned, extemporaneous, and impromptu presentations that

address a topic and engage the audience.

(c) Students participate in discussions to offer information, clarify ideas, and support a position.

(1) Participate in problem-solving conversations or group discussions by identifying, synthesizing, and evaluating data.

(2) Negotiate to arrive at consensus by proposing and examining possible options.

(3) Identify and practice techniques such as setting time limits for speakers and deadlines for decision making to improve productivity of group discussions.

(4) Justify a position using logic and refuting opposing viewpoints,

4. For the Area of Research

(a) Formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

(1) Formulate cross-curricular research questions and use an appropriate research design to gather information.

(2) Evaluate possible sources of information for credibility and usefulness.

(3) Cite sources of information using a standard method of documentation.

(4) Organize and present research findings in a multi-media format.

389.190 Public kindergarten. The state board of education prescribes the following courses of study for public kindergartens:

1. [Reading.] *English Language Arts*

2. [Language.]

3. Social studies.

4. Mathematics.

5. Art.

6. Music.

7. Health.

[8.] Physical education.

389.195 Elementary school.

1. The state board of education prescribes the following courses of study for elementary schools:

(a) [Reading.] *English Language Arts*

(b) [Language.]

(c) Social studies.

(d) Mathematics.

(e) Science.

(f) Art.

(g) Music.

(h) Health.

(i) Physical education.

[j] Computers.

2. In addition to the courses prescribed by subsection 1, a course of study in:

(a) Introduction to technology is prescribed on and after September 1, 1993, for pupils in sixth, seventh or eighth grade.

(b) Career and occupational guidance is prescribed on and after September 1, 1992, for pupils in seventh or eighth grade.

3. A local school board may offer a course in home and career skills as an elective course for pupils in seventh and eighth grades.

The following Reading and Language regulations are hereby repealed effective July 1, 1999:

**NAC 389.200, NAC 389.205, NAC 389.245, NAC 389.250, NAC 389.295, NAC 389.300,
NAC 389.345, NAC 389.350, NAC 389.456, NAC 389.458, NAC 389.460, NAC 389.462,
NAC 389.463.**

TEXT OF REPEALED SECTIONS

[389.200 Reading. The courses in reading offered in public kindergartens must include instruction designed to teach the pupil to:

1. Perceive similarities and differences in letters and words.
2. Identify some capital and small letters of the alphabet.
3. Interpret pictures, paying attention to the details.
4. Describe the action taking place in a picture.
5. Distinguish between the sounds of the letters of the alphabet.
6. Appreciate literature by exposing him to a variety of reading materials.]

[389.205 Language. The courses in language offered in public kindergartens must include instruction designed to teach the pupil to:

1. Listen without interrupting.
2. Listen to a story and retell it in the same sequence.
3. Match and recall rhyming words.
4. Follow in sequence simple directions which include two or three steps.
5. Identify and name common objects and pictures.
6. Communicate his thoughts and needs in complete sentences.
7. Recognize and name basic colors, shapes and sizes.
8. Recall familiar nursery rhymes, poems, finger puppetry and short stories.
9. Know terms related to location and position such as "inside," "outside," "beside," "between," "before," "after," "over," "under," "on," "in," "in front of," "in back of," "first,"

"middle" and "last."

10. Dictate simple sentences to describe objects and illustrations.
11. Orally share his experiences.
12. Create and tell original stories from his own experience.
13. Hold a crayon and pencil correctly.
14. Trace, copy and draw basic shapes.
15. Demonstrate the letter strokes of top to bottom and left to right.
16. Write his first name with appropriate capital and small letters.]

[389.245 Reading. The courses in reading offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

1. Distinguish all letters and commonly used punctuation marks.
2. Use a basic vocabulary and understand frequently used words.
3. Identify:
 - (a) Beginning and ending consonants, consonantal blends and consonantal digraphs;
 - (b) Digraphs, diphthongs, vowels, long and short vowel sounds and schwas;
 - (c) Irregular sounds and silent letters;
 - (d) Plurals, verb endings, compound words, contractions, possessive nouns, syllables, roots of words and common prefixes and suffixes;
 - (e) Homonyms, synonyms and antonyms; and
 - (f) Pronouns and the nouns to which they refer.
4. Use:
 - (a) Contextual clues to derive the meaning of words; and
 - (b) Phonics to pronounce new words.
5. Explain:

- (a) The meaning of a word or sentence; and
- (b) The main idea and details of a paragraph or short written passage.
- 6. Arrange ideas and events in their proper sequence.
- 7. Distinguish cause and effect, real and unreal, and fact and opinion.
- 8. Predict results and draw conclusions from written material.
- 9. Identify character traits and interpret the mood and feeling of a written passage.
- 10. Read orally with proper projection, enunciation, expression, phrasing and fluency.
- 11. Read without guidance.
- 12. Identify different types of literature and forms of writing.
- 13. Listen to, comprehend, react to and retell narrated passages.
- 14. Identify rhyming words.]

[389.250 Language. The courses in language offered in public elementary schools must include instruction designed to teach the pupil by completion of the third grade to:

- 1. Obtain information by listening to and following oral directions.
- 2. Use all of his senses to be aware of the details of his experiences.
- 3. Enjoy and appreciate literature which is read to him.
- 4. Relate, dramatize and discuss situations.
- 5. Express his experiences by:
 - (a) Identifying, selecting and classifying information;
 - (b) Making inferences;
 - (c) Distinguishing fact from opinion; and
 - (d) Using simple logic.

6. Write a paragraph with a topic sentence and related sentences correctly using:
 - (a) All closing punctuation;
 - (b) Abbreviations;
 - (c) Capital letters;
 - (d) Commas when writing dates, addresses and letters; and
 - (e) Apostrophes for contractions and the possessive form of words.
7. Write a report based on a personal experience or interest.
8. Write a letter to a friend and address the envelope correctly.
9. Print legibly and begin to use cursive handwriting.
10. Proofread and edit.
11. Use basic spelling patterns.
12. Use a library, including the ability to:
 - (a) Locate the fiction, nonfiction, reference and periodical collections;
 - (b) Use the Dewey decimal system to locate different categories of books;
 - (c) Check out materials properly; and
 - (d) Handle books in the appropriate manner.
13. Gain knowledge from pictures and films.
14. Skim material to find a word, name, date or other detail.
15. Read material to find the main idea and supporting details.
16. Use a table of contents and glossary.
17. Find the date a book was published.
18. Use a dictionary to find words and alphabetize words to the third letter.
19. Interpret graphs, charts, time lines and simple maps.

20. Manage his time efficiently.]

[389.295 Reading. The courses in reading offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Identify:

(a) Irregular plurals;

(b) Endings for verbs;

(c) Contractions;

(d) Forms of words which denote possession;

(e) Syllables and determine the syllables on which the accent should be placed;

(f) Prefixes, suffixes, roots of words and comparative endings;

(g) Homonyms, synonyms and antonyms;

(h) Figurative language;

(i) Words with multiple meanings; and

(j) Pronouns and the nouns to which they refer.

2. Use contextual clues to derive the meaning of words.

3. Explain:

(a) The meaning of a sentence; and

(b) The main idea and details of a paragraph or short written passage.

4. Arrange ideas and events in their proper sequence.

5. Identify and distinguish between cause and effect, real and unreal, and fact and opinion.

6. Predict results and draw conclusions.

7. Identify a character's traits and feelings and interpret the mood of a written passage.

8. Identify the setting of a story.

9. Make analogies.
10. Summarize information.
11. Identify different:
 - (a) Types of literature such as poems, short stories and novels.
 - (b) Forms of writing such as fiction, nonfiction, narration and description.
12. Read orally with proper projection, enunciation, expression and phrasing.
13. Read without guidance.
14. Adjust his rate of reading for different effects.
15. Follow and restate oral directions.
16. Take notes of and summarize information presented orally.]

[389.300 Language. The courses in language offered in public elementary schools must include instruction designed to teach the pupil by completion of the sixth grade to:

1. Obtain information by listening to and following oral directions.
2. Listen and respond to literature which is read to him.
3. Speak effectively to a group of people.
4. Understand that each idea can be expressed in a variety of grammatically correct sentences and that he must choose the sentence that will suit his purpose.
5. Write a composition with correct grammar and spelling and well developed paragraphs including introductory and concluding paragraphs.
6. Use correctly:
 - (a) Closing punctuation;
 - (b) Commas, quotation marks, apostrophes and hyphens;
 - (c) Capital letters; and
 - (d) The different parts of speech.

7. Proofread and edit.
8. Use the appropriate form and style for different types of correspondence.
9. Write an original report by using reference materials, taking notes and outlining his material.
10. Write a narrative story and a descriptive story.
11. Write poetry in different forms.
12. Write fluently and legibly in cursive handwriting and printing.
13. Take dictation of sentences.
14. Evaluate how he is influenced by the various materials he reads.
15. Use a library, including the ability to:
 - (a) Arrange books in their correct order according to the Dewey decimal system;
 - (b) Locate and use indexes, atlases, almanacs, newspapers and other reference materials;
 - (c) Locate and use the guide to children's magazines;
 - (d) Select the related materials on a given topic;
 - (e) Select the appropriate index for a given purpose;
 - (f) Use the card catalog to find the call number assigned to a specific book;
 - (g) Understand the information contained on the cards showing the manner in which material is cataloged in the Library of Congress; and
 - (h) Use a thesaurus.
16. Write a simple outline.
17. Compile a simple bibliography.
18. Take notes.
19. Determine his objectives before reading specific material.

20. Adjust his reading rate to the matter being read.
21. Use the index, appendix and bibliography in a book.
22. Use a dictionary to:
 - (a) Select the meaning of a word which applies to a specific use; and
 - (b) Determine the correct pronunciation of a word.
23. Use the guide words on the pages of a dictionary.
24. Alphabetize words using all of the letters in the words.
25. Use graphs, charts and globes.
26. Manage his time efficiently during independent study.
27. Take an examination efficiently, pacing himself and judiciously attempting and omitting questions.
28. Know of career opportunities in language.]

[389.345 Reading. The courses in reading offered in public elementary schools must include instruction designed to teach the pupil by completion of the eighth grade to:

1. Demonstrate his ability to listen, speak, read and write by identifying and correctly using:
 - (a) Homonyms, synonyms and antonyms;
 - (b) Words with multiple meanings;
 - (c) Figurative language; and
 - (d) Prefixes and suffixes.
2. Demonstrate his literal, inferential, creative and critical comprehension by:
 - (a) Using contextual clues to derive the meaning of words;
 - (b) Identifying pronouns and the nouns to which they refer.
 - (c) Identifying and explaining:

- (1) The meaning of a sentence;
 - (2) The main idea and details of a paragraph or short passage;
 - (3) The sentence which sets forth the topic of a paragraph;
 - (4) The theme of a selection;
 - (5) Important details;
 - (6) The author's purpose;
 - (7) The mood of a paragraph or passage;
 - (8) The setting of a story;
 - (9) The character traits and feelings expressed in a story; and
 - (10) Different types of literature and different forms of writing;
- (d) Arranging ideas and events in their proper sequence;
 - (e) Identifying and distinguishing between cause and effect, and fact and opinion;
 - (f) Predicting results and drawing conclusions;
 - (g) Using analogies; and
 - (h) Summarizing information.
3. Improve his ability to read by concentrating on his projection, enunciation, expression and phrasing.]

[389.350 Language. The courses in language offered in public elementary schools must include instruction designed to teach the pupil by completion of the eighth grade to:

1. Practice good listening habits.
2. Listen to poetry and stories for his appreciation and enjoyment.
3. Follow directions.
4. Receive, remember and use information he hears.

5. Listen critically to identify the speaker's purpose.
6. Speak in a clear and audible voice.
7. Use stress, pitch, intonation and body language effectively.
8. Express his personal views.
9. Make an oral presentation to his class at school.
10. Choose appropriate language to address a specific audience.
11. Practice all aspects of the writing process including preparation, writing, editing, revising, rewriting and sharing.
12. Write essays, notes, summaries, poems, letters, stories, reports, scripts and journals.
13. Write for a variety of audiences including himself, his classmates, community and teacher and realize that his approach should vary as his audience varies.
14. Write for a wide range of purposes such as to inform, persuade, express himself, explore and clarify.
15. Use the mechanics, spelling and standard form of edited American English in his writing.
16. Respond constructively to other students' writing during the various stages of the writing process.
17. Continue to increase his vocabulary.
18. Write sentences that vary in length and structure.
19. Write legibly.
20. Plan an academic program in language.
21. Locate reference materials related to specific subjects using such works as Current Biography, Reader's Guide to Periodical Literature and the World Almanac.
22. Select suitable sources for information on a living person, quick summaries of fact, short factual articles and the identification of poetry and quotations.
23. Use cross references in the card catalog.

24. Use general reference works and those related to specific subjects.
25. Identify the sections of a newspaper including the classified advertisements, editorials and political cartoons.
26. Paraphrase or summarize information.
27. Use bibliographies to aid in locating information.
28. Skim to get an overview of material.
29. Write a bibliography using a specified style.
30. Organize to show sequence.
31. Outline information by topic or sentence.
32. Identify the sentence which sets forth the topic of the paragraph.
33. Take notes using a specified procedure.
34. Understand his own bias.
35. Make charts and graphs to convey information.
36. Set goals and priorities and follow a schedule for the efficient management of the time he spends outside of school.
37. Adjust his thinking, writing and editing according to the type of examination he is taking.
38. Meet the standards, such as adequate performance in the laboratory and effective participation in the classroom, by which his educational performance is assessed.
39. Identify males and females who have contributed to the field of language.
40. Know of career opportunities in language.]

[389.456 English in all grades. A course of study in English in all grades of high school must include instruction which is designed to teach the pupil to do the following:

1. Participate appropriately in dialogues and in conversations in small and large groups.
2. Identify, summarize and understand the main and subordinate ideas in discussions,

lectures and written reports.

3. Recognize that oral and written language may be structured differently, aimed at different audiences and conveyed by different points of view.

4. Evaluate the intention and message of speakers and writers, including an attempt to manipulate the language in order to deceive the listener or reader.

5. Give and follow directions in speaking and writing.

6. Recognize writing as a process that involves a number of elements, including:

(a) Collecting information;

(b) Formulating ideas and determining their relationships;

(c) Drafting and arranging sentences and paragraphs in an appropriate order and building transitions between them; and

(d) Evaluating, revising and editing what has been written.

7. Write for a variety of audiences, including:

(a) The writer;

(b) Classmates;

(c) The teacher; and

(d) The community.

8. Write for a wide range of purposes, including:

(a) To inform;

(b) To persuade;

(c) To express one's self;

(d) To explore ideas;

(e) To clarify thinking;

(f) To organize ideas; and

- (g) To increase fluency in writing.
9. Write in many forms.
 10. Develop a personal style of writing.
 11. Demonstrate an understanding of American English including spelling, handwriting, punctuation, capitalization and grammar.
 12. Recognize that writing is a way to develop personally by recording experiences, thoughts and feelings and communicating with others.
 13. Recognize that reading is a pleasurable activity and a means of acquiring knowledge.
 14. Read a wide variety of materials, including periodicals.
 15. Determine the meanings of words through the context in which they are used and by using a dictionary.
 16. Adjust the rate of reading according to the pupil's purpose and the difficulty of the material.
 17. Examine literature as a mirror of human experience, motives, conflicts and values which helps the pupil more fully to understand personal experiences and the range and depth of the human experience.
 18. Recognize values and universal themes in literature.
 19. Read selections from the works of authors from various countries.
 20. Read and understand the major types of literature.
 21. Identify the various components of major types of literature.
 22. Identify and understand literary terms and figurative language.
 23. Construct logical sequences, draw conclusions and defend ideas.
 24. Use the advanced skills of application, analysis, synthesis and evaluation of information.
 25. Locate information using resources such as interviews, computers and readers for microfiche.
 26. Use tools for research, including the card catalog, the Reader's Guide to Periodical

Literature, bibliographies, indexes, atlases, dictionaries, books, magazines and newspapers.

27. Recognize and use the different parts of a book.]

[389.458 English in ninth grade. In addition to the instruction required for all grades in high school, a course of study in English in the ninth grade must include instruction designed to teach the pupil to do the following:

1. Adopt words and strategies to inform and converse.
2. Examine various kinds of communications, including intonation and body language, that accompany speaking.
3. Examine the messages and effects of mass communications.
4. Identify relationships such as time, space, cause and effect, and comparison and contrast.
5. Distinguish fact from opinion in speaking and writing.
6. Distinguish denotative from connotative meaning in speaking and writing.
7. Predict results based on given information.
8. Make judgments based on criteria that can be supported and explained.]

[389.460 English in tenth grade. In addition to the instruction required for all grades in high school, a course of study in English in the tenth grade must include instruction designed to teach the pupil to do the following:

1. Organize, develop and present topics and arguments convincingly before a group, using appropriate intonation and body language.
2. Distinguish between abstract and concrete ideas in speaking and writing.
3. Evaluate the messages and effects of mass communications.
4. Distinguish between subjective and objective viewpoints in speaking and writing.
5. Recognize analogy, metaphor and symbols in written and oral material.]

[389.462 English in eleventh and twelfth grades. Except as otherwise provided in NAC

389.463, in addition to the instruction required for all grades in high school, a course of study in English in the eleventh and twelfth grades must include instruction designed to teach the pupil to do the following:

1. Adapt words and strategies to persuade an audience or a reader.
2. Participate appropriately in discussions and interviews.
3. Recognize the relationship of literature to the social conditions in which it was produced.
4. Evaluate literature critically, recognizing the author's purpose and the means used to accomplish it.
5. Distinguish and use deductive and inductive reasoning.
6. Detect fallacies in reasoning.]

[389.463 Business English. In lieu of the course of study in English for the 11th or 12th grade established pursuant to NAC 389.462, a pupil may elect to enroll in business English. A course in business English must include instruction designed to teach the pupil to do the following:

1. Apply the basic structure of English including grammar, usage and style.
2. Apply the principles of style that business writers and speakers follow in order to ensure that their audience will be able to interpret messages quickly and accurately.
3. Apply the principles of grammar and usage that have practical application in writing and speaking for a business purpose.
4. Apply the style of punctuation, capitalization, usage of numbers and abbreviations required in business writing.
5. Apply principles and techniques of writing various types of business letters, memoranda and informal business reports.
6. Use the proper spelling, pronunciation, meaning, syllabication and choice of words frequently used by business speakers and writers.
7. Use business proofreading and editing techniques and procedures.
8. Gather resource material and compose business correspondence.
9. Examine the business network of communication systems.

10. Practice business study skills including critical listening, taking of notes, communication interpretation and reading comprehension.
11. Evaluate and use business-related literature.
12. Maintain and reinforce language arts skills and strategies learned in English courses.
13. Adapt words and strategies for the purpose of persuading.
14. Participate appropriately in panel discussions and interviews.
15. Distinguish and use deductive and inductive reasoning strategies.
16. Detect fallacies in reasoning.
17. Locate designated information using tools such as interviews, computers, data banks and microfiche readers.
18. Use research tools such as a card catalog, The Readers' Guide to Periodical Literature, bibliographies, indexes, atlases, dictionaries, books, magazines and newspapers.]

NEVADA DEPARTMENT OF EDUCATION

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR OCCUPATIONAL EDUCATION

LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED
BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
NAC 389, English Language Arts Course of Study, Science Course of Study
and Mathematics Course of Study

IMPACT STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code (NAC) 389, English Language Arts Course of Study, Science Course of Study, and Mathematics Course of Study:

1. A description of how public comment was solicited, a summary of public response, and explanation how other interested persons may obtain a copy of the summary.

Notice of Workshop to Solicit Comments on Proposed Regulations was sent to approximately one-hundred twenty-five individuals and educational organizations. One workshop was held July 14, 1998. There were no comments from the public.

The Notice of Intent to Act Upon a Regulation for public hearing on the proposed revisions to NAC 389 was sent to approximately one-hundred twenty-five individuals and educational organizations. One public hearing was conducted on August 20, 1998 to provide the opportunity for comments by affected parties and the public. Public response focused on proposed revisions to English Language Arts Course of Study, Science Course of Study and Mathematics Course of Study. There were comments from the public.

2. The Number of Persons Who:

a) **Attended Each Hearing:** Workshop: 1 First Hearing: 59 Second Hearing: n/a

b) **Testified at Each Hearing;** Workshop: 0 First Hearing: 4 Second Hearing: n/a

and,

c) **Submitted Written Statements:** Workshop: 0 First Hearing: 0 Second Hearing: n/a

No written comments were submitted.

A copy of any written comments may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (702) 687-9225, or by writing to the Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

3. A description of how comment was solicited from affected businesses, a summary of the response and an explanation how other interested parties may obtain a copy of the summary.

Comment was solicited through the workshop notice of June 10, 1998, and public hearing notice of July 15, 1998.

At the public hearing, comments from interested parties were as follows: Elaine Lancaster, President, Nevada State Education Association stated that the association supports new standards and assessments. She had three questions that she felt needed to be addressed: 1) how will every classroom teacher get the new standards?; 2) who is responsible for the training needed for implementation and how will that be accomplished?; and, 3) if the materials, supplies or equipment are not available to meet the new standards, who pays to obtain the needed materials? Anne Loring, Member, Washoe County School District Board of Trustees, and member of the Math Writing Team, thanked the members of the Council to Establish Academic Standard for Public Schools for their hard work and for producing the documents to be adopted by the State Board of Education. She hoped that the Council would consider revisiting the reading list. Eric Anderson, Consultant, Standards, Curricula and Assessment Team, Department of Education, urged the adoption of the new standards for science. He had a concern that the regulation language does not identify that a student will know and be able to do all that was learned from previous years, and urged recognition of the individuals who were involved in the standards development process. Dr. Richard Vineyard, Reno, stated that, as the incoming science consultant for the Department of Education, he is prepared to implement the new science content standards in the schools.

A copy of the summary and/or minutes of the public hearing may be obtained by calling LaDonna Byrd, Board Secretary, at the Department of Education (702) 687-9225, or by writing to the Department of Education at 700 East Fifth Street, Carson City, Nevada 89701-5096.

4. If the regulation was adopted with or without change to any part of the proposed regulation, a summary of the reasons for adopting.

The temporary regulation was adopted by the Nevada State Board of Education at the public hearing held August 20, 1998, with revisions to the content standards for mathematics, English Language Arts and science, and incorporated into the regulation language as approved by the Council to Establish Academic Standards for Public Schools (per Senate Bill 482, enacted by the 1997 Legislature) to become effective July

1, 1999. The board also moved to not repeal current language until further review on the advanced courses in mathematics, English Language Arts and science.

- 5. The estimated economic effect of the adopted regulation on the business which it is to regulate and on the public. These must be stated separately, and each case must include:**

The possible economic effect on the local school districts will in the purchase of new textbooks, manipulatives and calculators to meet the new standards. There is no estimated economic effect on the public, either adversely or beneficially, nor immediate or long term.

- 6. The estimated cost to the agency for enforcement of the adopted regulation.**

There is no additional cost to the agency for enforcement of this regulation.

- 7. A description of any regulations of other state or government agencies which the proposed regulation overlaps or duplicates and a statement explaining why the duplication or overlapping is necessary. If the regulation overlaps or duplicates a federal regulation, the name of the regulating federal agency.**

No other state or government agency regulations will be overlapped or duplicated by the above noted regulations. There is no duplication or overlap of federal regulations.

- 8. If the regulation includes provisions which are more stringent than a federal regulation which regulates the same activity, a summary of such provisions.**

There are none.

- 9. If the regulation provides a new fee or increases an existing fee, the total annual amount the agency expects to collect and the manner in which the money will be used.**

This regulation does not provide or involve a new fee.