

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

LCB File No. R102-07

Effective January 30, 2008

EXPLANATION – Matter in *italics* is new; matter in brackets ~~[omitted material]~~ is material to be omitted.

AUTHORITY: §§1-10, NRS 385.080, 385.110, 389.0185 and 389.520.

A REGULATION relating to education; revising provisions governing the performance standards for instruction in English language arts; and providing other matters properly relating thereto.

Section 1. NAC 389.231 is hereby amended to read as follows:

389.231 Instruction in kindergarten in English language arts must be designed so that pupils meet the following performance standards by the completion of kindergarten:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~[,]~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~(1) Read, in simple text, high-frequency words and environmental print such as that which appears on street signs or billboards;~~

~~— (2) Use relationships between letters and sounds to identify some words;~~

~~— (3) Identify initial and final sounds in some words; and~~

~~— (4) Recognize and sequence letters of the alphabet;]~~

(1) Demonstrate phonological awareness of spoken words through:

(I) Rhyming;

(II) Conceptualizing words;

(III) An awareness of syllables; and

(IV) An awareness of onset and rime;

(2) Demonstrate phonemic awareness of spoken words through:

(I) Matching;

(II) Isolating;

(III) Blending;

(IV) Segmenting;

(V) Deleting; and

(VI) Substituting;

(3) Recognize and name upper and lower case letters of the alphabet;

(4) Identify relationships between letters and sounds;

(5) Decipher words using the relationships between letters and sounds;

(6) With assistance, decipher words in text using short and long vowel sounds;

(7) Comprehend vocabulary using:

(I) Pictures;

(II) Symbols; and

(III) Environmental print;

(8) With assistance, comprehend vocabulary using:

(I) Suffixes;

(II) Synonyms; and

(III) Antonyms;

(9) Sequence the letters of the alphabet to understand alphabetical order;

(10) With assistance, use resources to find the meaning of an unknown word encountered in a text;

(11) Build vocabulary using pictures and symbols; and

(12) Identify high-frequency words in a text to build fluency and comprehension.

(b) Use skills and strategies relating to the process of reading to build comprehension, as demonstrated by the pupil's ability to ~~use prior knowledge and pictorial clues as strategies to aid comprehension;~~ :

(1) Demonstrate:

(I) Concepts of print;

(II) Concepts of words; and

(III) A match of voice to print;

(2) Identify an author and an illustrator;

(3) With assistance, use strategies during the reading process which are based on the text and the purpose to:

(I) Make predictions;

(II) Identify key vocabulary; and

(III) Make inferences; and

(4) With assistance, use strategies after completion of the reading to:

(I) Orally recall details; and

(II) Orally restate main ideas.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~literature from a variety of~~ authors, cultures and *time* periods, as demonstrated by the pupil's ability to ~~listen:~~

~~(1) To stories from different cultures and eras;~~

~~— (2) For rhythm, rhyme and alliteration; and~~

~~— (3) To respond to poetry and prose; and]~~

(1) With assistance, listen for and identify the:

(I) Setting; and

(II) Sequence of events;

(2) With assistance, make inferences and draw conclusions based on evidence from the

text about the:

(I) Setting;

(II) Plot; and

(III) Characters;

(3) With assistance, listen to, identify and describe the:

(I) Physical traits of a character; and

(II) Personality traits of a character;

(4) With assistance, listen to and identify:

(I) The main idea;

(II) The first-person point of view;

(III) Examples of imagery;

(IV) The effects of rhythm and rhyme;

(V) Dialect; and

(VI) Words and phrases that reveal tone;

(5) With assistance, listen to, read and discuss texts from different:

(I) Cultures; and

(II) Time periods;

(6) With assistance, listen to and make predictions based on evidence from the text; and

(7) With assistance, make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~(1) Demonstrate that text, pictures and graphs provide information;~~

~~— (2) Recall information from text, pictures and graphs;~~

~~— (3) Distinguish between simple statements and questions; and~~

~~— (4) Follow, with assistance from the pupil's teacher, simple]~~

(1) With assistance, listen to and identify the purpose of and gain information from:

(I) Illustrations;

(II) Graphs;

(III) Charts; and

(IV) Titles;

(2) With assistance, identify:

(I) Dialect; and

(II) Words and phrases that reveal tone;

(3) With assistance, listen to and identify the topic;

(4) With assistance, listen to and describe the sequential order;

(5) With assistance, listen to, read and discuss texts from different:

(I) Cultures; and

(II) Time periods;

(6) With assistance, make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(7) With assistance, listen to and use information to answer specific questions;

(8) With assistance, listen to and make predictions and inferences based on evidence from the text;

(9) With assistance, listen to and draw conclusions based on evidence from the text; and

(10) With assistance, listen to and follow pictorial ~~[-]~~ and written directions ~~[-]~~ to complete a task.

2. For the area of writing:

(a) Write a variety of texts using the writing process, as demonstrated by the pupil's ability to:

(1) With assistance, use prewriting strategies to plan written work;

(2) With assistance, choose and narrow a topic to organize ideas;

(3) With assistance, explore a topic to plan written work;

(4) With assistance, draw or communicate ideas in writing;

(5) With assistance, revise drafts:

(I) To focus ideas;

(II) For voice; and

(III) For appropriateness for the audience;

(6) Edit to ensure correct spelling of first and last names;

- (7) *Edit for correct use of capitalization of first and last names;*
- (8) *With assistance, edit for correct use of nouns;*
- (9) *With assistance, edit sentence structure for complete sentences; and*
- (10) *Create a final draft through writing, drawing or dictation.*

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~[(1) Respond to information by drawing or writing with assistance from the pupil's teacher;~~

~~—(2) Draw]~~

(1) *With assistance, draw* or write ~~[, with assistance from the pupil's teacher,]~~ to communicate;

~~[(3)]~~ (2) Draw or write ~~[, with assistance from the pupil's teacher, stories]~~ about familiar experiences and events; ~~[and~~

~~—(4) Draw or write, with assistance from the pupil's teacher, responses to literature;~~

~~—(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~—(1) Select, organize and sequence ideas;~~

~~—(2) Draw or write simple stories with teacher assistance; and~~

~~—(3) Share drawings or writings with others; and~~

~~—(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~—(1) Capitalize first letters of the pupil's own first and last name;~~

~~—(2) Use correct spelling of the pupil's own first and last name; and~~

~~(3) Form letters correctly.]~~

(3) *With assistance, write sentences about familiar experiences or events appropriate to the audience and purpose;*

(4) *Listen to and discuss poetry;*

(5) *With assistance, draw or write:*

(I) *Responses to texts;*

(II) *Responses to expository texts; and*

(III) *Personal messages;*

(6) *With assistance, draw or communicate an opinion;*

(7) *With assistance, discuss and write or draw to:*

(I) *Formulate a question;*

(II) *Record information; and*

(III) *Answer a research question; and*

(8) *With assistance, identify the:*

(I) *Title of a text; and*

(II) *Author of a text.*

3. For the areas of listening and speaking:

(a) Listen to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

(1) Listen for a variety of purposes ~~[such as to obtain information, to solve problems and for enjoyment;~~

~~(2) Be attentive and respond to stories and group discussions; and~~

~~(3) Listen to and follow an oral direction.], including, without limitation:~~

(I) To gain information;

(II) Entertainment; and

(III) To understand directions;

(2) With assistance, listen for and identify the:

(I) Main idea;

(II) Purpose; and

(III) Message;

(3) Listen to and respond to oral communications;

(4) Expand vocabulary through listening;

(5) With assistance, listen for and identify:

(I) Dialect; and

(II) The use of formal and informal language;

(6) Actively listen to a speaker; and

(7) Listen to and participate in conversations.

(b) Speak using organization, style, tone, voice and media aids appropriate to the audience and purpose **[1]** *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~[(1) Use and expand vocabulary to communicate ideas;~~

~~— (2) Speak clearly at an understandable pace to share and respond to ideas;~~

~~— (3) Relate experiences and retell stories; and~~

~~— (4) Give clear directions to complete a simple task.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~—(1) Take turns when sharing ideas and information in conversations and group discussions; and~~

~~—(2) Ask and answer questions;~~

~~—4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~(a) Formulate questions, with assistance from the pupil's teacher, to explore areas of interest; and~~

~~—(b) Use, with assistance from the pupil's teacher, reference materials and technology.]~~

(1) With assistance, give directions to complete tasks;

(2) With assistance, ask questions to clarify directions;

(3) Use precise language to describe:

(I) Feelings;

(II) Experiences;

(III) Observations; and

(IV) Ideas;

(4) With assistance, use standard English to communicate ideas;

(5) Speak clearly with prosody;

(6) Communicate personal experiences and retell stories;

(7) Communicate a statement that expresses an opinion;

(8) Participate in group discussions following a process in which pupils take turns;

(9) Participate in group discussions by asking and answering relevant questions;

(10) Demonstrate phonological awareness of spoken words through:

(I) Rhyming;

(II) Conceptualizing words;

(III) An awareness of syllables; and

(IV) An awareness of onset and rime; and

(11) Demonstrate phonemic awareness of spoken words through:

(I) Matching;

(II) Isolating;

(III) Blending;

(IV) Segmenting;

(V) Deleting; and

(VI) Substituting.

Sec. 2. NAC 389.2417 is hereby amended to read as follows:

389.2417 By the ~~end~~ *beginning* of the first grade, pupils must know and be able to do everything required in kindergarten for English language arts offered in public schools.

Instruction in the first grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the first grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~and~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~[(1) Read familiar words or text appropriate for the first grade with some fluency, accuracy and expression;~~

~~—(2) Use high frequency words to assist in reading fluently;~~

- ~~—— (3) Use phonics, word families, simple spelling patterns, blends and digraphs to comprehend words in context;~~
- ~~—— (4) Use common prefixes, suffixes, abbreviated words, synonyms and antonyms in context; and~~
- ~~—— (5) Alphabetize words by their first letter.]~~

(1) Demonstrate phonological awareness of spoken words through:

- (I) Rhyming;*
- (II) Conceptualizing words;*
- (III) An awareness of syllables; and*
- (IV) An awareness of onset and rime;*

(2) Demonstrate phonemic awareness of spoken words through:

- (I) Matching;*
- (II) Isolating;*
- (III) Blending;*
- (IV) Segmenting;*
- (V) Deleting; and*
- (VI) Substituting;*

(3) With assistance, decipher words in text by using:

- (I) Short and long vowels;*
- (II) Digraphs;*
- (III) Blends;*
- (IV) Diphthongs;*
- (V) Word families; and*

- (VI) Spelling patterns;*
- (4) Decipher words using the relationships between letters and sounds;*
- (5) With assistance, decipher words through structural analysis using:*
- (I) Base words;*
 - (II) Suffixes;*
 - (III) Prefixes;*
 - (IV) Syllables; and*
 - (V) Compound words;*
- (6) Comprehend vocabulary using:*
- (I) Suffixes;*
 - (II) Synonyms; and*
 - (III) Antonyms;*
- (7) With assistance, comprehend vocabulary using:*
- (I) Homographs;*
 - (II) Homophones;*
 - (III) Abbreviations; and*
 - (IV) Clues from the context in which the word is being used;*
- (8) Sequence the letters of the alphabet to understand alphabetical order;*
- (9) With assistance, apply alphabetical order to locate words using the first letter of each word;*
- (10) With assistance, use resources to find and confirm the meaning of an unknown word encountered in a text;*
- (11) Build vocabulary using pictures and symbols;*

(12) Identify high-frequency words in a text to build fluency and comprehension;

(13) With assistance, identify content-specific vocabulary in a text; and

(14) With assistance, read aloud with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies relating to the process of reading to build comprehension, as demonstrated by the pupil's ability to:

~~[(1) Use, with assistance from the pupil's teacher, strategies preliminary to reading such as accessing prior knowledge, predicting, previewing and setting a purpose;~~

~~— (2) Use, with assistance from the pupil's teacher, self-correcting strategies such as rereading, substituting and reading on; and~~

~~— (3) Recall and retell details of text with assistance from the pupil's teacher.]~~

(1) Demonstrate:

(I) Concepts of print;

(II) Concepts of words; and

(III) A match of voice to print;

(2) Identify an author and an illustrator;

(3) With assistance, use strategies during the reading process which are based on the text and the purpose to:

(I) Make predictions;

(II) Identify key vocabulary; and

(III) Make inferences; and

(4) With assistance, use strategies after completion of the reading which are based on the text and the purpose to:

(I) Orally recall details; and

(II) Orally restate main ideas.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and *time* periods, as demonstrated by the pupil's ability to:

- ~~[(1) Identify characters, simple character traits, setting and sequence;~~
- ~~— (2) Predict the outcome of the story;~~
- ~~— (3) Listen to and read stories from different cultures and eras; and~~
- ~~— (4) Read and identify rhythm, rhyme and alliteration in poetry and prose.]~~

(1) With assistance, make inferences and draw conclusions based on evidence from the text about the:

(I) Setting;

(II) Plot; and

(III) Characters;

(2) With assistance, identify and describe the:

(I) Physical traits of a character; and

(II) Personality traits of a character;

(3) Identify the main idea;

(4) With assistance, identify:

(I) The theme;

(II) The first-person point of view;

(III) Examples of imagery;

(IV) Examples of sensory words;

(V) Examples of similes;

(VI) The effects of rhythm and rhyme; and

(VII) Dialect;

(5) With assistance, listen to and identify words and phrases that reveal tone;

(6) With assistance, listen to, read and discuss texts from different:

(I) Cultures; and

(II) Time periods;

(7) Make predictions based on evidence from the text;

(8) With assistance, make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world; and

(9) With assistance, use information to answer specific questions.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use the parts of a book, including, without limitation, the title, author, illustrator, pictures, charts and graphs to locate information;~~

~~—(2) Identify cause and effect and the main idea of a passage;~~

~~—(3) Use text, pictures and graphs to answer questions; and~~

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

(1) With assistance, identify the purpose of and gain information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings; and

(VIII) Tables of content;

(2) With assistance, identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type; and

(IV) Italicized type;

(3) With assistance, identify:

(I) Dialect; and

(II) Words and phrases that reveal tone;

(4) Identify the topic;

(5) Describe the sequential order of events;

(6) With assistance, describe the chronological order of events;

(7) With assistance, identify:

(I) Cause and effect, including, without limitation, the ability to identify a cause and its effect on events and relationships;

(II) Problems and solutions to the problems; and

(III) The main idea;

(8) With assistance, listen to, read and discuss texts from different:

(I) Cultures; and

(II) Time periods;

(9) With assistance, make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(10) With assistance, use information to answer specific questions;

(11) With assistance, make predictions and inferences based on evidence from the text;

(12) With assistance, draw conclusions based on evidence from the text;

(13) With assistance, identify facts and opinions; and

(14) With assistance, follow pictorial and written directions to complete a task.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) With assistance, use prewriting strategies to plan written work;

(2) With assistance, choose and narrow a topic to organize ideas;

(3) With assistance, explore a topic to plan written work;

(4) Draw or communicate ideas in writing;

(5) With assistance, draft sentences about a single topic which:

(I) Are appropriate for the audience;

(II) Address the purpose; and

(III) Contain supporting details;

(6) With assistance, revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose; and

(VI) For relevant details;

(7) With assistance, edit sentences to ensure correct spelling of high-frequency words, content words and patterned words;

(8) Edit for the proper capitalization of:

(I) First and last names; and

(II) The beginning of sentences;

(9) With assistance, edit for the proper capitalization of:

(I) Months of the year; and

(II) Days of the week;

(10) With assistance, edit punctuation for:

(I) Punctuation at the end of a sentence; and

(II) Commas;

(11) With assistance, edit for the correct use of:

(I) Nouns;

(II) Verbs; and

(III) Pronouns;

(12) Edit sentence structure for complete sentences; and

(13) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~[(1) Use a source to write, with assistance from the pupil's teacher, a simple informational paper;~~

~~——(2) Write friendly notes;~~

~~——(3) Write simple stories; and~~

~~——(4) Write, with assistance from the pupil's teacher, responses to literature.~~

~~(b) Write with a clear focus and logical development, while evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~——(1) Generate, select, organize and sequence ideas with assistance from the pupil's teacher;~~

~~——(2) Write stories or other compositions with assistance from the pupil's teacher;~~

~~——(3) Revise writing to include details and edit for correct usage with assistance from the pupil's teacher;~~

~~——(4) Identify, with assistance from the pupil's teacher, an audience for writing; and~~

~~——(5) Read and share writing with others.~~

~~——(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~——(1) Write complete sentences using verbs and nouns or pronouns;~~

~~——(2) Use ending punctuation, simple singular contractions and possessives;~~

~~——(3) Capitalize names, months, days of the week and words at the beginning of sentences;~~

~~——(4) Correctly spell words with a simple spelling pattern of a consonant followed by a vowel followed by a consonant, such as “cat,” and words that are frequently used, such as “the”; and~~

~~——(5) Print legibly using correct orientation of each letter and spacing between letters and words.]~~

(1) Draw or write to communicate;

(2) With assistance, write sentences using a topic sentence that is:

(I) Generated by the teacher; and

(II) Generated by the pupil;

(3) Draw or write about familiar experiences and events;

(4) With assistance, write sentences about experiences and events appropriate to the audience and purpose;

(5) Listen to and discuss poetry;

(6) Write:

(I) Responses to literary text; and

(II) Responses to expository text;

(7) Draw or communicate an opinion;

(8) With assistance, write:

(I) Friendly letters adhering to an established format;

(II) Poetry; and

(III) An opinion statement;

(9) With assistance, write sentences to:

(I) Formulate a question;

(II) Record information; and

(III) Answer a research question; and

(10) Identify the:

(I) Title of a text; and

(II) Author of a text.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Identify purposes for listening such as to obtain information, to solve problems or for enjoyment;~~

~~—(2) Be attentive and respond to presentations;~~

~~—(3) Recognize that different dialects exist; and~~

~~—(4) Follow simple oral directions to complete a task.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) With assistance, listen for and identify the:

(1) Main idea;

(2) Purpose; and

(3) Message;

(c) With assistance, listen to and retell ideas;

(d) Listen to and respond to oral communications;

(e) Expand vocabulary through listening;

(f) With assistance, listen for and identify:

(I) Dialect; and

(II) The use of formal and informal language;

(g) Actively listen to a speaker; and

(h) Listen to and participate in conversations.

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to the audience and purpose ~~[]~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~[(1) Speak clearly at an understandable pace using varied vocabulary to communicate ideas;~~

~~—(2) Present ideas and ask questions in small and large groups;~~

~~—(3) Relate experiences and retell stories in sequence; and~~

~~—(4) Give clear directions to complete a simple task.~~

~~—(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~—(1) Take turns when sharing ideas and information in small groups; and~~

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

~~4. For the area of research, formulate questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~—(a) Formulate questions, with assistance from the pupil's teacher, to explore areas of interest;~~

~~—(b) Locate and use, with assistance from the pupil's teacher, reference materials and technology; and~~

~~—(c) Share, with assistance from the pupil's teacher, the pupil's findings from research using various media.]~~

(a) With assistance, give directions to complete tasks;

(b) With assistance, ask questions to clarify directions;

(c) Use precise language to describe:

(1) Feelings;

(2) Experiences;

(3) Observations; and

(4) Ideas;

(d) With assistance, use standard English to communicate ideas;

(e) Speak clearly with prosody;

(f) Communicate information in small and large groups;

(g) With assistance, communicate information while maintaining a clear focus;

(h) Communicate statements that express an opinion;

(i) Participate in group discussions following a process in which pupils take turns;

(j) Ask relevant questions to clarify and gather information;

(k) Demonstrate phonological awareness of spoken words through:

(1) Rhyming;

(2) Conceptualizing words;

(3) An awareness of syllables; and

(4) An awareness of onset and rime; and

(l) Demonstrate phonemic awareness of spoken words through:

- (1) Matching;*
- (2) Isolating;*
- (3) Blending;*
- (4) Segmenting;*
- (5) Deleting; and*
- (6) Substituting.*

Sec. 3. NAC 389.243 is hereby amended to read as follows:

389.243 By the ~~[end]~~ ***beginning*** of the second grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the second grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~[,]~~ ***and to develop vocabulary***, as demonstrated by the pupil's ability to:

- ~~— (1) Read familiar or independently chosen texts appropriate for the pupil's grade level with fluency, accuracy, intonation and expression;~~
- ~~— (2) Read high-frequency words to build fluency;~~
- ~~— (3) Apply the knowledge of phonics and structural elements, including, without limitation, letter-sound relationships, affixes and spelling patterns to understand words in context; and~~
- ~~— (4) Apply the knowledge of synonyms, antonyms, homophones and homographs to understand text.]~~

(1) Demonstrate phonemic awareness of spoken words through:

(I) Matching;

(II) Isolating;

(III) Blending;

(IV) Segmenting;

(V) Deleting; and

(VI) Substituting;

(2) Decipher words in text using:

(I) Relationships between letters and sounds;

(II) Short and long vowels;

(III) Digraphs;

(IV) Blends;

(V) Diphthongs;

(VI) Word families; and

(VII) Spelling patterns;

(3) With assistance, decipher words through structural analysis using:

(I) Base words;

(II) Suffixes;

(III) Prefixes;

(IV) Syllables; and

(V) Compound words;

(4) Comprehend vocabulary using:

(I) Homographs;

(II) Homophones;

(III) Abbreviations;

(IV) Synonyms; and

(V) Antonyms;

(5) With assistance, comprehend vocabulary using:

(I) Clues from the context in which the word is being used;

(II) Structural analysis;

(III) Syntax; and

(IV) Parts of speech;

(6) Apply alphabetical order to locate words using the first letter of each word;

(7) With assistance, use resources to find and confirm the meaning of an unknown

word encountered in a text;

(8) With assistance, identify the connotative and denotative meaning of a word in a text;

(9) Build vocabulary using pictures and symbols;

(10) Apply knowledge of high-frequency words in a text to build fluency and

comprehension;

(11) With assistance, identify content-specific vocabulary in a text; and

(12) With assistance, read aloud with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) ~~[Apply]~~ *With assistance, use* prereading strategies ~~[, including, without limitation, accessing prior knowledge, predicting, previewing and setting a purpose;~~

~~— (2) Use strategies of self-correction, including, without limitation, self-questioning and rereading; and~~

~~— (3) Recall and retell the main idea of text.]~~ *which are based on the text and the purpose to:*

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) With assistance, use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

(III) Understand and use key vocabulary;

(IV) Identify the main idea and supporting details;

(V) Make inferences;

(VI) Adjust the reading rate; and

(VII) Apply knowledge of the type of text; and

(3) *With assistance, use strategies after completion of the reading which are based on the text and the purpose to:*

- (I) *Recall details;*
- (II) *Restate main ideas;*
- (III) *Organize information;*
- (IV) *Record information;*
- (V) *Synthesize the text;*
- (VI) *Evaluate the text; and*
- (VII) *Evaluate the effectiveness of the strategies of reading.*

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

- ~~[(1) Provide well-developed descriptions of simple story elements, such as setting, characters, character traits and plot;~~
- ~~— (2) Compare and contrast different versions of the same stories from different cultures and eras;~~
- ~~— (3) Identify the main idea of the text;~~
- ~~— (4) Differentiate among rhythm, rhyme and alliteration in poetry; and~~
- ~~— (5) Distinguish between poetry and prose.]~~

(1) *Identify:*

- (I) *The setting;*
- (II) *The sequence of events in a text;*
- (III) *Examples of imagery;*
- (IV) *Examples of sensory words;*

(V) Examples of similes; and

(VI) The effects of rhythm and rhyme on text;

(2) Describe the:

(I) Physical traits of a character; and

(II) Personality traits of a character;

(3) With assistance, make inferences and draw conclusions, based on evidence from the text, about the:

(I) Setting;

(II) Plot; and

(III) Characters;

(4) Explain the main idea of the text;

(5) With assistance, identify:

(I) Conflicts;

(II) Resolutions;

(III) Dialect and slang;

(IV) How one event may cause another event;

(V) A lesson learned based on the actions of a character;

(VI) The theme of the text;

(VII) The first-person point of view;

(VIII) Personification;

(IX) Alliteration; and

(X) Idioms;

(6) With assistance, listen to and identify words and phrases that reveal tone;

(7) Read and discuss texts from different:

(I) Cultures; and

(II) Time periods;

(8) With assistance, compare texts from different:

(I) Cultures; and

(II) Time periods;

(9) Make predictions based on evidence from the text;

(10) With assistance, make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world; and

(11) Use information to answer specific questions.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use the parts of a book to locate information, including the table of contents, chapter headings, diagrams, charts and graphs;~~

~~—(2) Identify relationships of cause and effect and the main idea of a passage;~~

~~—(3) Formulate questions to gain understanding of important information in text; and~~

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

(1) Identify the purpose of and gain information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings; and

(VIII) Tables of content;

(2) With assistance, gain information from glossaries, indices and maps;

(3) With assistance, explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations; and

(VI) Acronyms;

(4) With assistance, identify:

(I) Dialect;

(II) Slang;

(III) Alliteration;

(IV) Metaphors;

(V) Words and phrases that reveal an author's tone;

(VI) Theme;

(VII) A cause and its effect on events and relationships;

(VIII) Problems and solutions to the problems; and

(IX) A main idea based on evidence from the text;

- (5) Identify:*
 - (I) Cause and effect; and*
 - (II) Fact and opinion;*
 - (6) Explain the topic of the text;*
 - (7) Describe the:*
 - (I) Sequential order of the text; and*
 - (II) Chronological order of the text;*
 - (8) Read and discuss texts from different:*
 - (I) Cultures; and*
 - (II) Time periods;*
 - (9) With assistance, compare texts from different:*
 - (I) Cultures; and*
 - (II) Time periods;*
 - (10) With assistance, make connections between the text and:*
 - (I) The pupil;*
 - (II) Other texts; and*
 - (III) The world;*
 - (11) Use information to answer specific questions;*
 - (12) Make predictions based on evidence from the text;*
 - (13) With assistance, make inferences and draw conclusions based on evidence from the text; and*
 - (14) Read and follow directions to complete a task.*
2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

- (1) Use prewriting strategies to plan written work;*
- (2) With assistance, choose and narrow a topic to organize ideas;*
- (3) With assistance, explore a topic to plan written work;*
- (4) Draft sentences about a single topic which:*
 - (I) Are appropriate for the audience;*
 - (II) Address the purpose; and*
 - (III) Contain supporting details;*
- (5) With assistance, draft paragraphs about a single topic which address:*
 - (I) The audience;*
 - (II) The purpose; and*
 - (III) Supporting details;*
- (6) With assistance, revise drafts:*
 - (I) For organization;*
 - (II) To focus ideas;*
 - (III) For voice;*
 - (IV) For appropriateness for the audience;*
 - (V) For purpose;*
 - (VI) For relevant details;*
 - (VII) For word choice; and*
 - (VIII) For sentence fluency;*

(7) Edit sentences to ensure correct spelling of high-frequency words, content words and patterned words;

(8) Edit for the proper capitalization of:

(I) First and last names;

(II) The beginning of sentences;

(III) Months of the year; and

(IV) Days of the week;

(9) With assistance, edit for the proper capitalization of:

(I) Proper nouns;

(II) Initials; and

(III) Titles;

(10) Edit punctuation for:

(I) Punctuation at the end of a sentence; and

(II) Commas;

(11) With assistance, edit punctuation for apostrophes;

(12) With assistance, edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb; and

(VI) Verb tenses;

(13) Edit sentence structure for complete sentences;

(14) With assistance, edit sentences to combine sentences, when combining is appropriate; and

(15) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

- ~~(1) Write informative papers using two sources;~~
- ~~— (2) Write friendly letters using a standard format; and~~
- ~~— (3) Write a variety of literary forms, including stories, poems and responses to literature.~~
- ~~(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~
 - ~~— (1) Apply, with the assistance of a teacher, the appropriate steps of the writing process, including, without limitation, prewriting, drafting, revising, editing and sharing;~~
 - ~~— (2) Generate and organize ideas for writing;~~
 - ~~— (3) Write stories and other compositions with ample detail for a specific audience;~~
 - ~~— (4) Revise and edit writing, with the assistance of the teacher, to attain sufficient detail, ample clarity and appropriate use of words; and~~
 - ~~— (5) Share written work with others and use responses for appropriate revision.~~
- ~~(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~
 - ~~— (1) Identify and write complete sentences using nouns, verbs, pronouns, adjectives and adverbs;~~
 - ~~— (2) Use correct punctuation, including, without limitation, the use of:~~
 - ~~(I) Punctuation at the end of a sentence;~~

~~———— (II) Commas in the greeting and closing of a letter, in dates and between words in a series; and~~

~~———— (III) Apostrophes in contractions and possessives;~~

~~———— (3) Capitalize proper nouns and initials correctly;~~

~~———— (4) Spell simple words correctly in writing, especially high frequency irregular words and words with long and r-controlled vowels, blends and digraphs; and~~

~~———— (5) Write compositions that are readable and legible.]~~

(1) Write sentences using a topic sentence that is:

(I) Generated by the teacher; and

(II) Generated by the pupil;

(2) With assistance, write paragraphs which include:

(I) A topic sentence;

(II) Supporting details; and

(III) A concluding statement;

(3) Write sentences about experiences and events appropriate to the purpose and audience;

(4) With assistance, write paragraphs about experiences and events which are appropriate to the purpose and audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters; and

(III) Describe a setting;

(5) Write:

(I) Poetry;

(II) Responses to literary text;

(III) Responses to expository text;

(IV) An opinion statement; and

(V) Friendly letters adhering to an established format;

(6) With assistance, write persuasive paragraphs that include supporting evidence;

(7) With assistance, write directions to complete a task;

(8) Write sentences that:

(I) Formulate a question;

(II) Record information; and

(III) Answer a research question; and

(9) Identify the:

(I) Title of a text; and

(II) Author of a text.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Determine the purposes for listening, such as to obtain information, to solve problems or to provide enjoyment;~~

~~—(2) Listen and respond to public presentations and a variety of media;~~

~~—(3) Distinguish generally among different dialects; and~~

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

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

- (1) *To gain information;*
- (2) *Entertainment; and*
- (3) *To understand directions;*
- (b) *With assistance, listen for and identify the:*
 - (1) *Main idea;*
 - (2) *Purpose;*
 - (3) *Message;*
 - (4) *Mood; and*
 - (5) *Tone;*
- (c) *With assistance, listen to and retell ideas;*
- (d) *With assistance, listen for and summarize ideas and supporting details;*
- (e) *Listen to and respond to oral communications;*
- (f) *Expand vocabulary through listening;*
- (g) *Listen for and identify:*
 - (1) *Dialect; and*
 - (2) *The use of formal and informal language;*
- (h) *With assistance, listen for and identify social and academic language;*
- (i) *Actively listen to a speaker; and*
- (j) *Listen to and participate in conversations.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to the audience and purpose **[1]** *and participate in discussions to offer information, clarify ideas and support positions,* as demonstrated by the pupil's ability to:

~~[(1) Speak clearly, using an understandable pace and vocabulary to communicate ideas;~~

- ~~—— (2) Make oral presentations that maintain a clear focus;~~
- ~~—— (3) Recount experiences and tell stories that move through a logical sequence of events and include characters and a setting; and~~
- ~~—— (4) Give clear directions to complete a simple task.~~
- ~~— (c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~
 - ~~—— (1) Allow others to speak, be attentive and present ideas and information in conversations and group discussions; and~~
 - ~~—— (2) Ask and answer questions to gather and provide information.~~
- ~~— 4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~
 - ~~— (a) Formulate questions to explore areas of interest;~~
 - ~~— (b) Obtain information from reference materials and available technology to answer questions; and~~
 - ~~— (c) Present the findings of the research by using media that is available.}]~~
- (a) Give directions to complete tasks;*
- (b) Ask questions to clarify directions;*
- (c) Use precise language to describe:*
 - (1) Feelings;*
 - (2) Experiences;*
 - (3) Observations; and*
 - (4) Ideas;*

- (d) With assistance, use standard English to communicate ideas;*
- (e) Speak clearly with prosody;*
- (f) With assistance, use techniques for public speaking to deliver presentations which address the audience with appropriate:
 - (1) Volume;*
 - (2) Eye contact;*
 - (3) Enunciation;*
 - (4) Posture;*
 - (5) Expression; and*
 - (6) Purpose;**
- (g) Communicate information while maintaining a clear focus;*
- (h) Communicate statements that express an opinion;*
- (i) Participate in group discussions following a process in which pupils take turns;*
- (j) Ask relevant questions to clarify and gather information;*
- (k) With assistance, communicate information in a logical sequence; and*
- (l) Demonstrate phonemic awareness of spoken words through:
 - (1) Matching;*
 - (2) Isolating;*
 - (3) Blending;*
 - (4) Segmenting;*
 - (5) Deleting; and*
 - (6) Substituting.**

Sec. 4. NAC 389.246 is hereby amended to read as follows:

389.246 By the ~~[end]~~ *beginning* of the third grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the third grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the third grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~[,]~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~[(1) Apply knowledge of word families, phonics and structural elements to determine the meanings of unfamiliar words in context;~~

~~—(2) Apply knowledge of prefixes, suffixes, roots and base words with minimal assistance from the teacher to determine the meanings of words in context;~~

~~—(3) Use dictionaries, glossaries and other resource materials to determine the meanings of words;~~

~~—(4) Develop and communicate an expanded vocabulary through the use of synonyms, antonyms, homophones and homographs;~~

~~—(5) Read familiar or independently chosen grade-level text with fluency, accuracy, intonation and expression; and~~

~~—(6) Alphabetize words consistently.]~~

(1) Decipher words in text using phonics and structural analysis by applying knowledge of:

(I) Short and long vowels;

(II) Digraphs;

(III) Diphthongs;

- (IV) Base words;*
- (V) Suffixes;*
- (VI) Prefixes;*
- (VII) Compound words;*
- (VIII) Blends;*
- (IX) Word families;*
- (X) Spelling patterns; and*
- (XI) Syllables;*

(2) Comprehend, build and expand vocabulary using:

- (I) Syntax;*
- (II) Parts of speech;*
- (III) Homographs;*
- (IV) Homophones;*
- (V) Synonyms;*
- (VI) Antonyms;*
- (VII) Clues from the context in which the word is being used; and*
- (VIII) Structural analysis;*

(3) Apply alphabetical order to locate words using the first and second letters of each word;

(4) Use resources to find and confirm the meaning of an unknown word encountered in a text;

(5) With assistance, identify the connotative and denotative meaning of a word in a text;

(6) Build vocabulary using pictures and symbols;

(7) Apply knowledge of high-frequency words in a text to build fluency and comprehension;

(8) With assistance, identify content-specific vocabulary in a text; and

(9) Read aloud with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) ~~[Apply]~~ Use prereading strategies ~~[with a variety of texts, such as stories, poems and novels;~~

~~— (2) Apply self-correcting strategies, such as self-questioning and rereading to understand text;~~

~~— (3) Organize essential points of text and make revised predictions while reading;~~

~~— (4) Restate facts and details of text to share information and organize ideas; and~~

~~— (5) Adjust the rate of reading as appropriate for the level of difficulty of the text.]~~ *which*

are based on the text and the purpose to:

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) Use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

(III) Understand and use key vocabulary;

(IV) Identify the main idea and supporting details;

(V) Make inferences;

(VI) Adjust the reading rate; and

(VII) Apply knowledge of the type of text; and

(3) With assistance, use strategies after completion of the reading which are based on the text and the purpose to:

(I) Recall details;

(II) Restate main ideas;

(III) Organize information;

(IV) Record information;

(V) Synthesize the text;

(VI) Evaluate the text; and

(VII) Evaluate the effectiveness of the strategies of reading.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

~~[(1) Compare one or more elements of a story and points of view in a variety of works by a variety of authors from different times and cultures;~~

~~—(2) With minimal assistance from the teacher, make inferences about the traits of characters and check text for verification;~~

~~—(3) With minimal assistance from the teacher, identify and compare themes or messages in text;~~

~~—(4) Identify a simile, metaphor, onomatopoeia and hyperbole in text; and~~

~~—(5) Read and identify stories, plays, poetry and nonfiction selections.]~~

(1) Describe:

(I) The setting;

(II) The sequence of events;

(III) A conflict; and

(IV) The resolution of the conflict;

(2) With assistance, identify:

(I) The climax;

(II) The turning point;

(III) The protagonist and antagonist;

(IV) The theme of the text;

(V) The third-person limited point of view;

(VI) Metaphors;

(VII) Hyperbole; and

(VIII) The use of formal and informal language;

(3) Identify:

- (I) How one event may cause another event;*
- (II) A lesson learned based on the events or the actions of a character;*
- (III) The first-person point of view;*
- (IV) The effects of rhythm and rhyme on the text;*
- (V) Idioms;*
- (VI) Alliteration;*
- (VII) Sensory words;*
- (VIII) Dialect;*
- (IX) Slang; and*
- (X) Words and phrases that reveal tone;*

(4) Make inferences and draw conclusions based on evidence from the text about the:

- (I) Setting;*
- (II) Plot; and*
- (III) Characters;*

(5) Describe the:

- (I) Physical traits of a character;*
- (II) Personality traits of a character; and*
- (III) Motivation for the actions of a character;*

(6) Explain the main idea of a text and support the explanation with evidence from the

text;

(7) Identify examples of:

- (I) Imagery;*
- (II) Similes; and*

(III) Personification;

(8) Compare texts from different:

(I) Cultures; and

(II) Time periods;

(9) Make and revise predictions based on evidence from the text;

(10) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(11) Use information to answer specific questions; and

(12) With assistance, summarize information.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

(1) Identify ~~[relevant]~~ *the purpose of and gain* information from ~~[the text];~~

~~—(2) With minimal assistance from the teacher, distinguish between cause and effect, fact and opinion, and main idea and supporting detail;~~

~~—(3) With some assistance from the teacher, ask questions and provide support for answers by connecting prior knowledge with literal and inferential information in text;~~

~~—(4) With minimal assistance from the teacher, draw conclusions about text and support the conclusions with evidence from the text and experience; and~~

~~—(5) With minimal assistance from the teacher, read and follow three and four step directions to complete a simple task.] :~~

(I) Illustrations;

- (II) Graphs;*
- (III) Charts;*
- (IV) Titles;*
- (V) Text boxes;*
- (VI) Diagrams;*
- (VII) Headings;*
- (VIII) Maps;*
- (IX) Tables of content;*
- (X) Glossaries; and*
- (XI) Indices;*

(2) Identify and explain the use of:

- (I) Boldface type;*
- (II) Underlined type;*
- (III) Highlighted type;*
- (IV) Italicized type;*
- (V) Abbreviations; and*
- (VI) Acronyms;*

(3) Identify:

- (I) Dialect;*
- (II) Slang;*
- (III) Metaphors;*
- (IV) Words and phrases that reveal an author's tone;*
- (V) Techniques of persuasion and propaganda;*

(VI) A cause and its effect on events and relationships;

(VII) A problem and the solution to the problem; and

(VIII) The main idea, which must be supported by evidence from the text;

(4) With assistance, identify:

(I) Alliteration;

(II) Informal and formal language;

(III) Idioms;

(IV) Similes;

(V) Personification;

(VI) How language is used for persuasion and propaganda; and

(VII) The theme of the text;

(5) Explain the topic of the text and support the explanation with evidence;

(6) With assistance, distinguish the theme of the text from the topic of the text;

(7) Describe the:

(I) Sequential order of the text; and

(II) Chronological order of the text;

(8) With assistance, trace the development of the argument, viewpoint or perspective of

the author;

(9) Compare texts from different:

(I) Cultures; and

(II) Time periods;

(10) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(11) Use information to answer specific questions;

(12) With assistance, develop hypotheses based on information;

(13) With assistance, summarize information;

(14) Make and revise predictions based on evidence from the text;

(15) Make inferences and draw conclusions based on evidence from the text;

(16) Distinguish between fact and opinion; and

(17) Read and follow directions to complete a task.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) Use prewriting strategies to plan written work;

(2) Choose and narrow a topic to organize ideas;

(3) Explore a topic to plan written work;

(4) Draft paragraphs about a single topic which:

(I) Are appropriate for the audience;

(II) Address the purpose; and

(III) Contain supporting details;

(5) With assistance, draft papers which contain more than one paragraph about a single

topic and which include:

(I) An introduction; and

(II) A conclusion;

(6) With assistance, revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose;

(VI) For relevant details;

(VII) For word choice; and

(VIII) For sentence fluency;

(7) Edit paragraphs to ensure correct spelling of high-frequency words, content words and patterned words;

(8) Edit for the proper capitalization of:

(I) The beginning of sentences;

(II) Months of the year;

(III) Days of the week;

(IV) Proper nouns;

(V) Initials; and

(VI) Titles;

(9) With assistance, edit for the proper capitalization of abbreviations;

(10) Edit punctuation for:

(I) Punctuation at the end of a sentence;

(II) Commas; and

(III) Apostrophes;

(11) With assistance, edit punctuation for quotation marks;

(12) Edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb; and

(VI) Verb tenses;

(13) With assistance, edit for the correct use of adverbs;

(14) Edit sentence structure:

(I) For complete sentences; and

(II) To combine sentences, when combining is appropriate;

(15) With assistance, edit sentences for:

(I) Compound sentences; and

(II) Complex sentences; and

(16) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to the purpose and audience, as demonstrated by the pupil's ability to:

~~*(1) Use at least three sources to write informative papers;*~~

~~*(2) Write narratives, stories, responses to literature, and personal and business letters using appropriate organization and format;*~~

~~*(3) Write stories that develop sequentially and contain sufficient detail;*~~

~~*(4) Write compositions that retell the events in a story in sequence; and*~~

~~—— (5) Write short expository stories.~~

~~—— (b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~—— (1) With minimal assistance from the teacher, use the steps of the writing process, such as prewriting, drafting, revising, editing and sharing;~~

~~—— (2) Write simple compositions that include a topic sentence, supporting sentences and details;~~

~~—— (3) Revise and edit written drafts for order of ideas and use of standard English; and~~

~~—— (4) Demonstrate effective use of tone by using appropriate words for given audiences.~~

~~—— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~—— (1) Compose simple sentences using correct subject and verb agreement and correct use of past, present and future verb tenses;~~

~~—— (2) Write declarative, interrogative, imperative and exclamatory sentences;~~

~~—— (3) Use quotation marks in dialogue and correct punctuation for writing the name of a city, state, date and title of a book;~~

~~—— (4) Use correct capitalization and spelling; and~~

~~—— (5) Create readable and legible compositions in a standard format.}]~~

(1) Write paragraphs which include:

(I) A topic sentence;

(II) Supporting details; and

(III) A concluding statement;

(2) With assistance, write papers which contain more than one paragraph and which include:

(I) A beginning, a middle and an end; and

(II) A thesis statement;

(3) Write paragraphs about experiences and events appropriate to the purpose and audience that:

(I) Are arranged in a logical sequence;

(II) Include characters; and

(III) Describe a setting;

(4) With assistance, write paragraphs about experiences and events which are appropriate to the purpose and the audience and which include:

(I) A plot; and

(II) Dialogue;

(5) Write:

(I) Poetry;

(II) Responses to literary text;

(III) Responses to expository text;

(IV) An opinion statement;

(V) Friendly letters adhering to an established format; and

(VI) Directions to complete a task;

(6) With assistance, write:

(I) Persuasive paragraphs that include supporting evidence;

(II) Responses to text that demonstrate an understanding of the setting;

(III) Responses to text that use specific details from the text; and

(IV) Persuasive essays and compositions that include supporting evidence;

(7) With assistance, summarize information; and

(8) Write research papers by:

(I) Formulating and recording questions;

(II) Identifying and collecting information;

(III) Recording information from sources used to prepare the research paper;

(IV) Organizing information collected by the pupil; and

(V) Documenting the sources from which information was obtained.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to a speaker and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Retell and explain what has been said by a speaker;~~

~~—(2) Listen to make connections between prior experiences, insights and ideas and the message of the speaker;~~

~~—(3) Identify language, sayings and dialects that reflect regions and cultures; and~~

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

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify:

- (1) *The main idea;*
- (2) *The purpose;*
- (3) *The message;*
- (4) *The mood;*
- (5) *The tone;*
- (6) *Dialect; and*
- (7) *The use of formal and informal language;*
- (c) *Listen to and retell ideas with supporting details;*
- (d) *With assistance, listen for and summarize ideas and supporting details;*
- (e) *With assistance, listen for and distinguish fact from opinion;*
- (f) *Listen to and respond to oral communications;*
- (g) *With assistance, listen to and evaluate the content of oral communications;*
- (h) *Expand vocabulary through listening;*
- (i) *With assistance, listen for and identify social and academic language;*
- (j) *Actively listen to a speaker;*
- (k) *Listen to and participate in conversations;*
- (l) *With assistance, listen to and evaluate constructive feedback; and*
- (m) *With assistance, provide constructive feedback.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to audience and purpose **H** *and participate in discussions to offer information, clarify ideas and support positions,* as demonstrated by the pupil's ability to:

~~[(1) Use standard English to communicate ideas in a variety of tasks;~~

~~—— (2) Use appropriate techniques in public speaking and give organized and sequential presentations;~~

~~—— (3) Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation and vocal patterns; and~~

~~—— (4) Give clear three and four step directions to complete a simple task.~~

~~— (c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~—— (1) Speak, listen attentively and respond to questions with relevant detail in conversations and group discussions;~~

~~—— (2) Share ideas and information to complete a task; and~~

~~—— (3) Distinguish the difference between the opinion of the speaker and the facts.~~

~~— 4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~— (a) Formulate questions to investigate topics;~~

~~— (b) Use a variety of resources, including, without limitation, resources available at the library, technological resources and print and nonprint resources to find and record information on a topic;~~

~~— (c) Give appropriate credit for the ideas, images and information attributable to other persons by providing a list of sources; and~~

~~— (d) Present research findings using available, selected media for different purposes and audiences.]~~

(a) Give directions to complete tasks;

(b) Ask questions to clarify directions;

(c) Use precise language to describe:

(1) Feelings;

(2) Experiences;

(3) Observations; and

(4) Ideas;

(d) Use standard English to communicate ideas;

(e) Speak clearly with prosody;

(f) Use techniques for public speaking to deliver presentations which address the audience with appropriate:

(1) Volume;

(2) Eye contact;

(3) Enunciation;

(4) Posture;

(5) Expression;

(6) Purpose; and

(7) Prosody;

(g) Communicate information:

(1) While maintaining a clear focus; and

(2) In a logical sequence;

(h) With assistance, communicate information by illustrating information using media aids;

(i) Communicate statements that express an opinion;

- (j) With assistance, defend a position using evidence which supports that position;*
- (k) Contribute and respond to conversations and discussions about a specified topic;*
- (l) Ask relevant questions to clarify information; and*
- (m) With assistance, take a leadership role in conversations and discussions.*

Sec. 5. NAC 389.293 is hereby amended to read as follows:

389.293 By the ~~end~~ *beginning* of the fourth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the fourth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the fourth grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~and~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~(1) Use phonics, structural elements and syntax to determine the meaning of unfamiliar words in context;~~

~~(2) Identify and use common prefixes, suffixes, and roots or base words derived from Greek and Latin to determine the meanings of words in context;~~

~~(3) Use dictionaries and glossaries to determine meaning, pronunciation, syllabication and derivation of unknown words; and~~

~~(4) Use vocabulary and context clues to determine meanings of unknown words.]~~

(1) Decipher words in text using phonics and structural analysis by applying knowledge of:

(I) Short and long vowels;

(II) Digraphs;

- (III) Diphthongs;*
- (IV) Base words;*
- (V) Suffixes;*
- (VI) Prefixes;*
- (VII) Compound words;*
- (VIII) Blends;*
- (IX) Word families;*
- (X) Spelling patterns; and*
- (XI) Syllables;*

(2) Comprehend, build and expand vocabulary using:

- (I) Syntax;*
- (II) Parts of speech;*
- (III) Homographs;*
- (IV) Homophones;*
- (V) Synonyms;*
- (VI) Antonyms;*
- (VII) Clues from the context in which the word is being used; and*
- (VIII) Structural analysis;*

(3) Apply alphabetical order to locate words in resources;

(4) Use resources to find and confirm the meaning of an unknown word encountered in

a text;

(5) With assistance, use resources to confirm the origin of a word;

(6) Identify the connotative and denotative meaning of a word in a text;

(7) Build vocabulary using pictures and symbols;

(8) Apply knowledge of high-frequency words in a text to build fluency and comprehension;

(9) Identify content-specific vocabulary in a text; and

(10) Read aloud with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) Use ~~[graphic organizers to access prior knowledge, predict, preview and set a purpose to aid comprehension;~~

~~——(2) Select and use self-correcting strategies to gain meaning from text;~~

~~——(3) Use skills and strategies of summarizing, paraphrasing, outlining and drawing conclusions to aid comprehension; and~~

~~——(4) Adjust reading rate to suit difficulty and type of text.]~~ *prereading strategies which are*

based on the text and the purpose to:

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) Use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

(III) Understand and use key vocabulary;

(IV) Identify the main idea and supporting details;

(V) Make inferences;

(VI) Adjust the reading rate; and

(VII) Apply knowledge of the type of text; and

(3) Use strategies after completion of the reading which are based on the text and the purpose to:

(I) Recall details;

(II) Restate main ideas;

(III) Organize information;

(IV) Record information;

(V) Synthesize the text;

(VI) Evaluate the text; and

(VII) Evaluate the effectiveness of the strategies of reading.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

~~[(1) Use knowledge of character, setting, plot, conflict and resolution to comprehend a variety of works;~~

~~—(2) Use text to verify inferences and predictions about conflicts and resolutions and character comparisons; and~~

~~—(3) Identify cultural influences in literature;~~

~~—(4) Identify themes in a variety of reading selections;~~

~~—(5) Locate figurative language in text; and~~

~~—(6) Identify structures of stories, plays, poetry and nonfiction selections.]~~

(1) Explain:

(I) The setting;

(II) The sequence of events;

(III) A conflict;

(IV) The resolution of the conflict;

(V) The climax;

(VI) The turning point; and

(VII) The main idea and supporting details;

(2) With assistance, describe an internal conflict and an external conflict;

(3) With assistance, identify and discuss the main plot and a subplot;

(4) Identify:

(I) How one event may cause another event;

(II) The theme;

(III) A lesson learned based on the events or the actions of a character;

(IV) The first-person point of view;

(V) The third-person limited point of view;

(VI) The effects of rhythm and rhyme on text; and

(VII) Words and phrases that reveal tone;

(5) Describe the:

(I) Physical traits of a character;

(II) Personality traits of a character; and

(III) Motivation for the actions of a character;

(6) Make inferences and draw conclusions about a character based on evidence from the text;

(7) With assistance, identify:

(I) The third-person omniscient point of view; and

(II) Examples of irony;

(8) Explain how the author of a text uses:

(I) Imagery;

(II) Similes;

(III) Personification;

(IV) Metaphors;

(V) Idioms;

(VI) Alliteration;

(VII) Sensory words;

(VIII) Hyperbole;

(IX) Dialect;

(X) Slang;

(XI) Formal language; and

(XII) Informal language;

(9) With assistance, explain:

(I) How words and phrases create tone and mood;

(II) The influence of historical events;

(III) The influence of cultures; and

(IV) The influence of the time period;

(10) Compare texts from different:

(I) Cultures; and

(II) Time periods;

(11) Make and revise predictions based on evidence from the text;

(12) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(13) Use information to answer specific questions; and

(14) Summarize information.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Use information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts and maps to comprehend text;~~

~~—(2) Compare main ideas and important concepts of various text;~~

~~—(3) Develop hypotheses based upon prior knowledge and information from text;~~

~~— (4) Draw conclusions about text and support them with evidence from a variety of sources;~~

~~— (5) Identify authors' purposes for writing; and~~

~~— (6) Read and follow multistep directions to complete a task.]~~

(1) Identify the purpose of and gain information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings;

(VIII) Maps;

(IX) Tables of content;

(X) Glossaries; and

(XI) Indices;

(2) Identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations; and

(VI) Acronyms;

(3) Identify:

(I) Dialect;

(II) Slang;

(III) Alliteration;

(IV) Informal and formal language;

(V) Idioms;

(VI) Words and phrases that reveal an author's tone;

(VII) Techniques of persuasion and propaganda; and

(VIII) The theme;

(4) Explain:

(I) Idioms;

(II) Similes;

(III) Personification;

(IV) How language clarifies ideas and concepts;

(V) A cause and its effect on events and relationships; and

(VI) A problem and a solution to the problem;

(5) With assistance, explain:

(I) How analogies are used;

(II) How an author uses concrete examples to explain abstract ideas; and

(III) The influence of historical events and cultures;

(6) With assistance, identify how language is used for persuasion and propaganda;

(7) Describe the:

(I) Sequential order of the text; and

(II) Chronological order of the text;

(8) With assistance, describe the importance of sequential order and chronological order;

(9) Distinguish the theme of the text from the topic of the text;

(10) With assistance, analyze:

(I) A cause and its effect on events and relationships; and

(II) The accuracy of facts;

(11) Describe a main idea based on evidence from the text;

(12) With assistance, compare events;

(13) With assistance, trace the development of the argument, viewpoint or perspective of the author;

(14) Compare texts from different:

(I) Cultures; and

(II) Time periods;

(15) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(16) Use information to answer specific questions;

(17) With assistance, develop hypotheses based on information;

(18) Summarize information;

(19) Make and revise predictions based on evidence from the text;

(20) Make inferences and draw conclusions based on evidence from the text;

(21) Distinguish between fact and opinion; and

(22) Read and follow directions to complete a task or a procedure.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) Use prewriting strategies to plan written work;

(2) Choose and narrow a topic to organize ideas;

(3) Explore a topic to plan written work;

(4) Draft paragraphs about a single topic which:

(I) Are appropriate for the audience;

(II) Address the purpose;

(III) Contain supporting details;

(IV) Contain an introduction; and

(V) Contain a conclusion;

(5) With assistance, draft papers which contain more than one paragraph about a single

topic and which include transitions;

(6) Revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose;

(VI) For relevant details;

(VII) For word choice; and

(VIII) For sentence fluency;

(7) Edit paragraphs and documents to ensure correct spelling of high-frequency words, content words and patterned words;

(8) Edit for the proper capitalization of:

(I) The beginning of sentences;

(II) Months of the year;

(III) Days of the week;

(IV) Proper nouns;

(V) Initials;

(VI) Titles; and

(VII) Abbreviations;

(9) Edit punctuation for:

(I) Punctuation at the end of a sentence;

(II) Commas;

(III) Apostrophes; and

(IV) Quotation marks;

(10) With assistance, edit punctuation for:

(I) Abbreviations; and

(II) Colons;

(11) Edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb;

(VI) Verb tenses; and

(VII) Adverbs;

(12) With assistance, edit for the correct use of:

(I) Clauses;

(II) Phrases; and

(III) Agreement between a pronoun and its antecedent;

(13) Edit sentence structure:

(I) For complete sentences;

(II) To combine sentences, when combining is appropriate;

(III) For compound sentences; and

(IV) For complex sentences;

(14) With assistance, edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(15) With assistance, select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(16) Prepare a legible final draft to display or share.

*(b) Write a variety of texts that inform, persuade, describe, evaluate, **entertain** or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:*

~~*(1) Write informative papers with a clear focus using several types of sources;*~~

- ~~—— (2) Write organized and appropriately formatted letters and invitations;~~
- ~~—— (3) Write a sequential narrative or story that includes details to develop plot, characters and setting; and~~
- ~~—— (4) Write responses to literary selections, using supporting details from the selection.~~
- ~~—— (b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~
 - ~~—— (1) Generate ideas for writing through discussions and individual activities;~~
 - ~~—— (2) Use sequencing and classifying to organize ideas;~~
 - ~~—— (3) Write compositions of at least one paragraph with a main idea and supporting details;~~
 - ~~—— (4) Revise a draft to improve meaning and focus of writing by adding or deleting words, sentences and ideas;~~
 - ~~—— (5) Edit for use of standard English; and~~
 - ~~—— (6) Produce writing with a voice that shows awareness of an intended audience and purpose.~~
- ~~—— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~
 - ~~—— (1) Identify and correctly use pronoun and antecedent agreement, subject and verb agreement, and verb tenses in writing simple, compound and complex sentences;~~
 - ~~—— (2) Write compound and complex sentences;~~
 - ~~—— (3) Use correct punctuation in compound sentences;~~
 - ~~—— (4) Use irregular and plural possessives;~~
 - ~~—— (5) Use rules of capitalization;~~
 - ~~—— (6) Use correct spelling of frequently used words; and~~

~~— (7) Use various spelling strategies and high-frequency spelling rules.]~~

(1) Write paragraphs which include:

(I) A topic sentence;

(II) Supporting details;

(III) A beginning, a middle and an end; and

(IV) A concluding statement;

(2) With assistance, write papers which contain more than one paragraph and which include:

(I) Transitions; and

(II) A thesis statement;

(3) Write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters;

(III) Describe a setting;

(IV) Contain a plot; and

(V) Contain dialogue;

(4) With assistance, write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which use:

(I) Figurative language; and

(II) Sensory details;

(5) Write:

(I) Poetry;

(II) Responses to text that demonstrate an understanding of the setting;

(III) Responses to text that use specific details from the text;

(IV) Persuasive paragraphs that include supporting evidence;

(V) Friendly letters adhering to an established format; and

(VI) Directions to complete a task or a procedure;

(6) With assistance, write:

(I) Responses to text that demonstrate an understanding of the development and motivation of a character;

(II) Responses to text that analyze the elements of exposition and their effects on the text;

(III) Persuasive essays and compositions which include a thesis statement, supporting evidence and relevant evidence;

(IV) Business and professional letters adhering to an established format; and

(V) A variety of communications in a format appropriate for the type of communication;

(7) Summarize information;

(8) Write research papers by:

(I) Formulating and recording questions;

(II) Identifying and collecting information;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Documenting the sources from which information was obtained; and

(9) With assistance, demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~(1) Listen to, identify and interpret a speaker's verbal and nonverbal messages and distinguish fact from opinion;~~

~~—(2) Recognize that language and dialect usage vary in different contexts, regions and cultures; and~~

~~—(3) Follow oral directions to complete a complex task.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify:

(1) The main idea;

(2) The purpose;

(3) The message;

(4) The mood;

(5) The tone;

(6) Dialect;

(7) Slang; and

- (8) *The use of formal and informal language;*
- (c) *Listen for and summarize ideas and supporting details;*
- (d) *With assistance, listen to and evaluate oral communications for:*
 - (1) *Delivery;*
 - (2) *Point of view; and*
 - (3) *Ideas;*
- (e) *Listen for and distinguish fact from opinion;*
- (f) *With assistance, listen for and identify techniques of persuasion;*
- (g) *Listen to and evaluate the content of oral communications;*
- (h) *Expand vocabulary through listening;*
- (i) *Actively listen to a speaker;*
- (j) *Listen to and participate in conversations;*
- (k) *Listen to and evaluate constructive feedback;*
- (l) *Provide constructive feedback; and*
- (m) *With assistance, focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to the audience and purpose ~~and~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

- ~~[(1) Select and use varied vocabulary, standard English and appropriate public speaking techniques to communicate ideas;~~
- ~~— (2) Give organized presentations that demonstrate a clear viewpoint;~~
- ~~— (3) Read aloud or recite literary, dramatic and original works; and~~

- ~~—— (4) Give clear and concise directions to complete a task.~~
- ~~—— (c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~
 - ~~—— (1) Contribute to and listen attentively in conversations and group discussions;~~
 - ~~—— (2) Ask and answer questions with relevant details to clarify ideas;~~
 - ~~—— (3) Share ideas, opinions and information clearly and effectively; and~~
 - ~~—— (4) Identify and express opinions and state facts.~~
- ~~—— 4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~
 - ~~—— (a) Develop research questions that establish a focus and purpose for inquiry;~~
 - ~~—— (b) Use a variety of library resources, media and technology to find information on a topic;~~
 - ~~—— (c) Give credit for the ideas, images and information of others by listing sources used in research;~~
 - ~~—— (d) Organize and record information by taking notes from print and nonprint sources; and~~
 - ~~—— (e) Present research findings for different purposes and audiences using various media.]~~
- (a) Give directions to complete tasks;*
- (b) Ask questions to clarify directions;*
- (c) Use precise language to describe:*
 - (1) Feelings;*
 - (2) Experiences;*
 - (3) Observations; and*
 - (4) Ideas;*

(d) Use standard English to communicate ideas;

(e) Use techniques for public speaking to deliver presentations which address the audience

with appropriate:

(1) Volume;

(2) Eye contact;

(3) Enunciation;

(4) Posture;

(5) Expression;

(6) Purpose; and

(7) Prosody;

(f) Communicate information:

(1) While maintaining a clear focus;

(2) In a logical sequence; and

(3) By illustrating information using media aids;

(g) Communicate statements that express an opinion;

(h) Defend a position using evidence which supports that position;

(i) Contribute to conversations and discussions about a specified topic;

(j) Respond to questions to clarify and expand ideas;

(k) Ask relevant questions to clarify information;

(l) With assistance, take a leadership role in conversations and discussions; and

(m) With assistance, distinguish between relevant and irrelevant information.

Sec. 6. NAC 389.2941 is hereby amended to read as follows:

389.2941 By the ~~[end]~~ *beginning* of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the fifth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~[,]~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

- ~~— (1) Competently apply word attack skills to comprehend unfamiliar words in text;~~
- ~~— (2) Determine the meanings of words by applying knowledge of Greek and Latin roots and affixes, with or without dictionaries and glossaries; and~~
- ~~— (3) Recognize and apply clues in the context to identify unknown words in text.]~~

(1) Decipher words in text using phonics and structural analysis by applying knowledge of:

(I) Spelling patterns;

(II) Base words;

(III) Root words;

(IV) Suffixes;

(V) Prefixes;

(VI) Syllables; and

(VII) Compound words;

(2) Comprehend, build and expand vocabulary using:

(I) Syntax;

(II) Parts of speech;

(III) Homographs;

(IV) Homophones;

(V) Synonyms;

(VI) Antonyms;

(VII) Clues from the context in which the word is being used; and

(VIII) Structural analysis;

(3) Apply alphabetical order to locate words in resources;

(4) Use resources to find and confirm the:

(I) Meaning of an unknown word encountered in a text; and

(II) Origin of an unknown word;

(5) With assistance, use resources to find and confirm the:

(I) Greek root of a word; and

(II) Latin root of a word;

(6) Identify the differences between the connotative and denotative meaning of a word

in a text;

(7) Build vocabulary using pictures and symbols;

(8) Apply knowledge of:

(I) High-frequency words in a text to build fluency and comprehension; and

(II) Content-specific vocabulary in a text to build comprehension; and

(9) Read aloud and silently with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

- (1) ~~[Apply]~~ Use prereading strategies ~~[to aid comprehension;~~
- ~~— (2) Use a variety of skills, strategies and rates while reading to aid comprehension; and~~
- ~~— (3) Demonstrate comprehension of text through various activities such as note taking or writing reports.]~~ *which are based on the text and the purpose to:*

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) Use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

(III) Understand and use key vocabulary;

(IV) Identify the main idea and supporting details;

(V) Make inferences;

(VI) Adjust the reading rate; and

(VII) Apply knowledge of the type of text; and

(3) Use strategies after completion of the reading which are based on the text and the purpose to:

(I) Recall details;

(II) Restate main ideas;

(III) Organize information;

(IV) Record information;

(V) Synthesize the text;

(VI) Evaluate the text; and

(VII) Evaluate the effectiveness of the strategies of reading.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

- ~~—(1) Identify the elements of the main plot, conflicts and themes in a variety of texts;~~
- ~~—(2) Identify figurative language in a variety of texts;~~
- ~~—(3) Compare stated and implied themes in a variety of texts;~~
- ~~—(4) Make and defend accurate inferences about the traits and motivations of characters;~~
- ~~—(5) Describe differences in the purpose and structure among stories, plays, poetry and nonfictional materials;~~
- ~~—(6) Make reasonable connections between a piece of literature and the historical events and cultures portrayed; and~~
- ~~—(7) Describe how an author's writing style influences the response of the reader to the text.]~~

(1) Explain:

(I) The setting;

(II) The sequence of events;

(III) A conflict;

(IV) The resolution of the conflict;

(V) The climax;

(VI) The turning point; and

(VII) A lesson learned based on the events or the actions of a character;

(2) With assistance, describe the development of the plot with a focus on:

(I) Exposition;

(II) Rising action; and

(III) Falling action;

(3) Describe:

(I) The physical traits of a character;

(II) The personality traits of a character;

(III) The motivation for the actions of a character;

(IV) An internal conflict and an external conflict;

(V) The main plot and the subplots;

(VI) How one event may cause another event;

(VII) The theme based on evidence from the text; and

(VIII) An example of the first-person point of view;

(4) Identify:

(I) The protagonist and the antagonist;

(II) The third-person limited point of view;

(III) The third-person omniscient point of view;

- (IV) The effects of rhythm and rhyme on text;*
- (V) Words and phrases that reveal tone; and*
- (VI) Examples of irony;*
- (5) With assistance, distinguish between the third-person limited point of view and the third-person omniscient point of view;*
- (6) Make inferences and draw conclusions based on evidence from the text about the:*
 - (I) Setting;*
 - (II) Plot; and*
 - (III) Characters;*
- (7) Explain the author's use of:*
 - (I) Imagery;*
 - (II) Figurative language;*
 - (III) Sound devices;*
 - (IV) Dialect;*
 - (V) Slang;*
 - (VI) Formal language; and*
 - (VII) Informal language;*
- (8) With assistance, explain how the author of a text uses flashback and foreshadowing;*
- (9) Explain:*
 - (I) How words and phrases create tone and mood;*
 - (II) The influence of historical events;*
 - (III) The influence of cultures; and*
 - (IV) The influence of the time period;*

(10) *With assistance, identify elements of characterization;*

(11) *With assistance, compare texts from the same historical period which relate to a single topic;*

(12) *Make and revise predictions based on evidence from the text;*

(13) *Make connections between the text and:*

(I) *The pupil;*

(II) *Other texts; and*

(III) *The world;*

(14) *Use information to answer specific questions; and*

(15) *Summarize information.*

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~—(1) Clarify and connect main ideas and concepts and identify their relationship to other sources and topics;~~

~~—(2) Read to evaluate new information and hypotheses by comparing them to known information and ideas;~~

~~—(3) Draw conclusions and make inferences about text supported by evidence from the text and experience;~~

~~—(4) Identify the ideas and purposes of an author in various forms of text, including, without limitation, advertisements and public documents; and~~

~~—(5) Read and follow multistep directions to complete a task.]~~

(1) *Identify the purpose of and gain information from:*

(I) *Illustrations;*

- (II) Graphs;*
- (III) Charts;*
- (IV) Titles;*
- (V) Text boxes;*
- (VI) Diagrams;*
- (VII) Headings;*
- (VIII) Maps;*
- (IX) Tables of content;*
- (X) Glossaries; and*
- (XI) Indices;*

(2) Identify and explain the use of:

- (I) Boldface type;*
- (II) Underlined type;*
- (III) Highlighted type;*
- (IV) Italicized type;*
- (V) Abbreviations;*
- (VI) Acronyms; and*
- (VII) Parenthetical expressions;*

(3) Identify:

- (I) Dialect;*
- (II) Slang;*
- (III) Informal and formal language;*
- (IV) Idioms;*

(V) Words and phrases that reveal an author's tone; and

(VI) Language used for persuasion and propaganda;

(4) Explain:

(I) Figurative language;

(II) Analogies;

(III) How language clarifies ideas and concepts;

(IV) A cause and its effect on events and relationships;

(V) A problem and a solution to the problem;

(VI) The influence of historical events;

(VII) The influence of cultures; and

(VIII) The influence of the time period;

(5) With assistance, explain the use of organizational structure by the author;

(6) With assistance, describe how an author uses concrete examples to explain abstract ideas;

(7) Describe:

(I) The importance of the sequential order of the text and the chronological order of the text;

(II) A main idea based on evidence from the text; and

(III) The theme based on evidence from the text;

(8) Distinguish the theme of the text from the topic of the text;

(9) Compare events;

(10) Trace the development of the argument, viewpoint or perspective of the author;

(11) With assistance, compare texts from the same historical period which relate to the same topic;

(12) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(13) Use information to answer specific questions;

(14) Develop hypotheses based on information;

(15) Summarize information;

(16) Make and revise predictions based on evidence from the text;

(17) Make inferences and draw conclusions based on evidence from the text;

(18) Distinguish between fact and opinion;

(19) Analyze the accuracy of facts;

(20) With assistance, determine the accuracy of evidence;

(21) With assistance, verify information from one source by consulting other sources;

and

(22) Read and follow directions to complete a task or a procedure.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) Use prewriting strategies to plan written work;

(2) Choose and narrow a topic to organize ideas;

(3) Explore a topic to plan written work;

(4) Draft papers which contain more than one paragraph about a single topic and which:

(I) Are appropriate for the audience;

(II) Address the purpose;

(III) Contain supporting details;

(IV) Contain an introduction;

(V) Contain transitions; and

(VI) Contain a conclusion;

(5) Revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose;

(VI) For relevant details;

(VII) For word choice; and

(VIII) For sentence fluency;

(6) Edit essays and compositions to ensure correct spelling of high-frequency words and content words;

(7) Edit for proper capitalization;

(8) Edit punctuation for:

(I) Punctuation at the end of a sentence;

(II) Commas;

(III) Apostrophes;

(IV) Quotation marks;

(V) Abbreviations; and

(VI) Colons;

(9) With assistance, edit punctuation for:

(I) Hyphens; and

(II) Semicolons;

(10) Edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb;

(VI) Verb tenses;

(VII) Adverbs;

(VIII) Clauses;

(IX) Phrases; and

(X) Agreement between a pronoun and its antecedent;

(11) Edit sentence structure:

(I) For complete sentences;

(II) To combine sentences, when combining is appropriate;

(III) For compound sentences; and

(IV) For complex sentences;

(12) Edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(13) Select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(14) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story, and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~{(1) Write stories by developing a logical sequence of events and by using a sufficient number of descriptive details;~~

~~——(2) Support reactions to or positions on literary selections by citing to some evidence, details or quotations from the text;~~

~~——(3) Write informative compositions that develop the topic with appropriate facts from a variety of sources;~~

~~——(4) Write accurate summaries of oral and written stories;~~

~~——(5) Write letters giving complete information in accurate format; and~~

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

~~——(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~——(1) With minimal assistance from the teacher, generate ideas for writing using a variety of strategies;~~

~~—— (2) Create written works with an organizational structure that logically flows from one idea to the next idea without confusion;~~

~~—— (3) Write with clarity and focus by developing the topic and providing general support;~~

~~—— (4) Use a variety of strategies for revising and editing to refine meaning, including, without limitation, adding words, deleting words, and clarifying and rearranging words and sentences; and~~

~~—— (5) Effectively communicate tone that is appropriate to the intended audience and use effective words.~~

~~— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~—— (1) Identify and correctly use pronoun case, comparative and superlative modifiers and often confusing verbs;~~

~~—— (2) Identify and use prepositional phrases, appositives and independent clauses, and use transitions and conjunctions to elaborate ideas in writing;~~

~~—— (3) Use proper punctuation, including, without limitation:~~

~~—— (I) Colons to introduce a list;~~

~~—— (II) Quotation marks around exact words of speakers and names of poems, songs and short stories; and~~

~~—— (III) Application of the rules of capitalization; and~~

~~—— (4) Spell frequently used words correctly, paying special attention to roots, suffixes and prefixes.}]~~

(1) Write essays and compositions which include:

(I) A topic sentence;

- (II) Supporting details;*
- (III) A thesis statement;*
- (IV) Transitions;*
- (V) A beginning, a middle and an end; and*
- (VI) A concluding statement;*

(2) With assistance, write essays and compositions using patterns of organization

which:

- (I) Compare and contrast; and*
- (II) Show cause and effect;*

(3) Write papers which contain more than one paragraph about experiences and events

appropriate to the purpose and the audience and which:

- (I) Are arranged in a logical sequence;*
- (II) Include characters;*
- (III) Describe a setting;*
- (IV) Contain a plot;*
- (V) Contain dialogue;*
- (VI) Use figurative language; and*
- (VII) Use sensory details;*

(4) Write:

- (I) Poetry;*
- (II) Responses to text that demonstrate an understanding of the development and*

motivation of a character;

(III) Responses to text that analyze the elements of exposition and their effects on the text; and

(IV) A variety of communications in a format appropriate for the type of communication;

(5) With assistance, write directions to complete a task or a procedure with a focus on:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features;

(6) Write persuasive essays and compositions which include:

(I) A thesis statement;

(II) Supporting evidence; and

(III) Relevant evidence;

(7) With assistance, write responses which demonstrate an understanding of plot in literary selections;

(8) Summarize information;

(9) Write research papers by:

(I) Choosing and narrowing a research topic;

(II) Locating and collecting information from primary and secondary sources;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Adhering to an established format to document the sources from which information was obtained; and

(10) Demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Identify, interpret and evaluate a speaker's verbal and nonverbal messages, intent, viewpoints and techniques using identified criteria and distinguish fact from opinion;~~

~~—(2) Identify and describe language and dialect that varies in different contexts, regions and cultures; and~~

~~—(3) Follow multistep oral directions to complete a task.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify the:

(1) Main idea;

(2) Purpose;

(3) Message;

(4) Mood; and

(5) Tone;

- (c) Listen for and summarize ideas and supporting details;*
- (d) Listen to and evaluate oral communications for:*
 - (1) Content;*
 - (2) Delivery;*
 - (3) Point of view; and*
 - (4) Ideas;*
- (e) With assistance, listen to and evaluate the purpose and value of oral communications;*
- (f) With assistance, listen for and explain the effect of the attitude of the speaker on the audience;*
- (g) Listen for and distinguish fact from opinion;*
- (h) With assistance, listen for and identify techniques of persuasion;*
- (i) Expand vocabulary through listening;*
- (j) Listen for and identify:*
 - (1) Dialect;*
 - (2) Slang; and*
 - (3) The use of formal and informal language;*
- (k) Listen for and distinguish between social and academic language;*
- (l) Actively listen to oral communications;*
- (m) Listen to and participate in conversations;*
- (n) Listen to and evaluate constructive feedback;*
- (o) Provide constructive feedback; and*
- (p) Focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to audience and purpose ~~[]~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~—(1) Use specific vocabulary, standard English and appropriate public speaking techniques to communicate ideas;~~

~~—(2) Give organized oral reports that demonstrate a clear point of view and incorporate multimedia aids as necessary for enhancement; and~~

~~—(3) Give multistep oral directions to complete a task.~~

~~—(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~—(1) Participate in group discussions as a contributor and as a leader;~~

~~—(2) Ask and answer questions in group discussions to clarify or extend ideas;~~

~~—(3) Share ideas, opinions and information with a group, requiring minimal prompting or assistance from the teacher, and choose language that communicates messages clearly and effectively; and~~

~~—(4) Compare and contrast ideas and viewpoints of speakers.~~

~~—4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~—(a) Develop reasonable research questions that establish a focus and purpose for inquiry;~~

~~—(b) Select sufficient information from multiple resources to answer a research question and provide a list of each source used;~~

~~—(c) Take adequate notes to record information using identified formats; and~~

~~—(d) Organize and communicate research findings using appropriate graphs, charts or maps with written text.]~~

(a) *Give directions to complete tasks;*

(b) *Ask questions to clarify directions;*

(c) *Use precise language to describe:*

(1) *Feelings;*

(2) *Experiences;*

(3) *Observations; and*

(4) *Ideas;*

(d) *Use standard English to communicate ideas;*

(e) *Use techniques for public speaking to deliver presentations which address the audience*

with appropriate:

(1) *Volume;*

(2) *Eye contact;*

(3) *Enunciation;*

(4) *Posture;*

(5) *Expression;*

(6) *Purpose; and*

(7) *Prosody;*

(f) *Communicate information:*

(1) *While maintaining a clear focus;*

(2) *In a logical sequence; and*

(3) *By illustrating information using media aids;*

- (g) Communicate statements that express an opinion;*
- (h) Defend a position using evidence which supports that position;*
- (i) Contribute to conversations and discussions about a specified topic;*
- (j) Respond to questions to clarify and expand ideas;*
- (k) Ask relevant questions to clarify information and expand ideas;*
- (l) Take a leadership role in conversations and discussions; and*
- (m) Distinguish between relevant and irrelevant information.*

Sec. 7. NAC 389.298 is hereby amended to read as follows:

389.298 By the ~~end~~ **beginning** of the sixth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the sixth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the sixth grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~;~~ **and to develop vocabulary**, as demonstrated by the pupil's ability to:

- ~~[(1) Recognize that the functions of words in text change when affixes are added;~~
- ~~— (2) Use knowledge of common foreign words and phrases to increase comprehension; and~~
- ~~— (3) Identify and define commonly used idioms to increase comprehension.]~~

(I) Decipher words in text using structural analysis by applying knowledge of:

- (I) Spelling patterns;**
- (II) Base words;**
- (III) Root words;**
- (IV) Suffixes;**

(V) Prefixes;

(VI) Syllables; and

(VII) Compound words;

(2) Comprehend, build and expand vocabulary using:

(I) Syntax;

(II) Parts of speech;

(III) Homographs;

(IV) Homophones;

(V) Synonyms;

(VI) Antonyms;

(VII) Clues from the context in which the word is being used; and

(VIII) Structural analysis;

(3) Apply alphabetical order to locate words in resources;

(4) Use resources to find and confirm the:

(I) Meaning of an unknown word encountered in a text;

(II) Origin of an unknown word;

(III) Greek root of a word; and

(IV) Latin root of a word;

(5) Explain the difference between the connotative and denotative meaning of a word in

a text;

(6) Build vocabulary using pictures and symbols;

(7) Apply knowledge of content-specific vocabulary in a text to build comprehension;

and

(8) Read aloud and silently with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) Use prereading strategies ~~[to aid comprehension;~~

~~— (2) Confirm and deny predictions, identify main ideas and details, and adjust reading rate to aid comprehension; and~~

~~— (3) Summarize information from several sources.]~~ *which are based on the text and the purpose to:*

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) Use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

- (III) *Understand and use key vocabulary;*
- (IV) *Identify the main idea and supporting details;*
- (V) *Make inferences;*
- (VI) *Adjust the reading rate; and*
- (VII) *Apply knowledge of the type of text; and*

(3) *Use strategies after completion of the reading which are based on the text and the purpose to:*

- (I) *Recall details;*
- (II) *Restate main ideas;*
- (III) *Organize information;*
- (IV) *Record information;*
- (V) *Synthesize the text;*
- (VI) *Evaluate the text; and*
- (VII) *Evaluate the effectiveness of the strategies of reading.*

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

- ~~[(1) Analyze the influence of setting on characters and make logical predictions about characters and plot development based on text;~~
- ~~— (2) Compare several works from the same period by authors who portray different cultural, generational and gender perspectives;~~
- ~~— (3) Compare a variety of themes on a single topic;~~
- ~~— (4) Describe how an author creates mood by choosing words with appropriate rhythm and sound and specific connotations; and~~

~~(5) Compare how several literary forms address the same topic.]~~

(1) *Explain the setting;*

(2) *Describe the development of the plot with a focus on:*

(I) *Climax;*

(II) *Resolution;*

(III) *The turning point;*

(IV) *Exposition;*

(V) *Rising action; and*

(VI) *Falling action;*

(3) *Describe:*

(I) *An internal conflict and an external conflict;*

(II) *The main plot and the subplots;*

(III) *How one event may cause another event;*

(IV) *The motivation for the actions of a character;*

(V) *The theme based on evidence from the text;*

(VI) *The effect of the use of first-person point of view;*

(VII) *The effect of the use of third-person limited point of view; and*

(VIII) *The effect of the use of third-person omniscient point of view;*

(4) *Explain the author's use of:*

(I) *Flashback;*

(II) *Characterization;*

(III) *Imagery;*

(IV) *Figurative language;*

- (V) Sound devices;*
- (VI) Dialect;*
- (VII) Slang;*
- (VIII) Formal language; and*
- (IX) Informal language;*

(5) Explain:

- (I) A lesson learned based on the events or the actions of a character;*
- (II) How the use of words and phrases reveal tone;*
- (III) Examples of irony;*
- (IV) The influence of cultures; and*
- (V) The influence of time periods;*

(6) With assistance, analyze the use of foreshadowing by an author;

(7) Make inferences and draw conclusions based on evidence from the text about the:

- (I) Setting;*
- (II) Plot; and*
- (III) Characters;*

(8) Identify:

- (I) The protagonist and the antagonist; and*
- (II) The effects of rhythm and rhyme on the text;*

(9) With assistance, compare themes that relate to a single topic;

(10) Distinguish between the third-person limited point of view and the third-person

omniscient point of view;

(11) Analyze how words and phrases create mood;

(12) *Compare texts from the same historical period which were written by different authors;*

(13) *With assistance, make inferences about the cultural and historical viewpoints of an author;*

(14) *Make and revise predictions based on evidence from the text;*

(15) *Make connections between the text and:*

(I) *The pupil;*

(II) *Other texts; and*

(III) *The world;*

(16) *Use information to answer specific questions;*

(17) *Summarize information; and*

(18) *With assistance, synthesize information.*

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Identify and use the text features of newspapers, magazines and editorials to gain meaning;~~

~~—(2) Find similarities and differences among texts in the treatment, scope or organization of ideas;~~

~~—(3) Use information from and differentiate between primary and secondary sources;~~

~~—(4) Verify information from one source by consulting other sources;~~

~~—(5) Evaluate how the ideas and purposes of authors shape the content of advertisements and public documents; and~~

~~—(6) Read and follow multistep directions to complete a complex task.]~~

(1) Evaluate information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings;

(VIII) Maps;

(IX) Tables of content;

(X) Glossaries; and

(XI) Indices;

(2) Identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations;

(VI) Acronyms; and

(VII) Parenthetical expressions;

(3) Describe the use of:

(I) Dialect;

(II) Slang;

(III) Informal and formal language; and

(IV) Idioms;

(4) Explain:

(I) The use of figurative language;

(II) The use of analogies;

(III) How language clarifies ideas and concepts;

(IV) How language is used for persuasion and propaganda; and

(V) The influence of cultures;

(5) Identify words and phrases that reveal an author's tone;

(6) Describe how an author uses concrete examples to explain abstract ideas;

(7) With assistance, explain the intended and unintended effects of techniques for persuasion and propaganda on an audience;

(8) Describe, based on evidence from the text:

(I) The main idea; and

(II) The theme;

(9) With assistance, compare themes relating to a single topic;

(10) Compare events;

(11) Evaluate:

(I) The impact of the sequential order of the text and the chronological order of the text;

(II) A cause and its effect on events and relationships;

(III) A problem and a solution to the problem; and

(IV) Hypotheses based on information;

(12) Compare texts from the same historical period which were written by different authors;

(13) With assistance, make inferences about the cultural and historical viewpoints of the author;

(14) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(15) Use information to answer specific questions;

(16) Summarize information;

(17) Make and revise predictions based on evidence from the text;

(18) Make inferences and draw conclusions based on evidence from the text;

(19) Evaluate the author's use of facts and opinions;

(20) Analyze the accuracy of facts;

(21) Determine the reasonableness and accuracy of evidence;

(22) Verify information from one source by consulting other sources;

(23) Read and follow directions to complete a task or a procedure; and

(24) With assistance, evaluate directions to complete a task or a procedure for:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) Use prewriting strategies to plan written work;

(2) Choose and narrow a topic to organize ideas;

(3) Explore a topic to plan written work;

(4) Draft paragraphs about a single topic that:

(I) Are appropriate for the audience;

(II) Address the purpose;

(III) Contain supporting details;

(IV) Contain an introduction;

(V) Contain transitions; and

(VI) Contain a conclusion;

(5) Revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose;

(VI) For relevant details;

(VII) For word choice; and

(VIII) For sentence fluency;

(6) Edit essays and compositions to ensure correct spelling of high-frequency words and content words;

- (7) Edit for proper capitalization;*
- (8) Edit punctuation for:*
 - (I) Punctuation at the end of a sentence;*
 - (II) Commas;*
 - (III) Apostrophes;*
 - (IV) Quotation marks;*
 - (V) Abbreviations;*
 - (VI) Colons; and*
 - (VII) Hyphens;*
- (9) With assistance, edit punctuation for semicolons and parentheses;*
- (10) Edit for the correct use of:*
 - (I) Nouns;*
 - (II) Verbs;*
 - (III) Pronouns;*
 - (IV) Adjectives;*
 - (V) Agreement between the subject and verb;*
 - (VI) Verb tenses;*
 - (VII) Adverbs;*
 - (VIII) Clauses;*
 - (IX) Phrases; and*
 - (X) Agreement between a pronoun and its antecedent;*
- (11) With assistance, edit for the correct pronoun case;*
- (12) Edit sentence structure:*

(I) For complete sentences;

(II) To combine sentences, when combining is appropriate;

(III) For compound sentences; and

(IV) For complex sentences;

(13) Edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(14) With assistance, edit sentences for compound-complex sentences;

(15) Select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(16) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~[(1) Write informative papers, using a variety of sources, that support a topic and have a distinct beginning, middle and end;~~

~~—(2) Extract and reformat information into workplace communications;~~

~~—(3) Write narratives or short stories that include relevant, meaningful dialogue;~~

~~—(4) Write responses to literary selections that demonstrate an understanding of character motivation and development;~~

~~—(5) Write summaries of nonfiction text; and~~

~~—(6) Write texts that propose a solution to a problem and offer simple persuasive evidence.~~

~~—(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

- ~~—— (1) Generate ideas by responding to visual prompts;~~
- ~~—— (2) Use organizing techniques that may not be appropriate to purpose of writing;~~
- ~~—— (3) Draft paragraphs or compositions with clear transitions;~~
- ~~—— (4) Revise paragraphs or compositions for consistency using a rubric;~~
- ~~—— (5) Edit for use of standard English; and~~
- ~~—— (6) Produce writing with an awareness of intended purpose and audience.~~
- ~~—— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~
 - ~~—— (1) Use correct verb tense consistently in writing;~~
 - ~~—— (2) Identify and correct fragments and run-on sentences in writing;~~
 - ~~—— (3) Use semicolons, colons and apostrophes correctly in writing;~~
 - ~~—— (4) Use rules of capitalization; and~~
 - ~~—— (5) Demonstrate conventional spelling, especially of homonyms that are often misspelled.}]~~

(1) Write essays and compositions which include:

- (I) A topic sentence;***
- (II) Supporting details;***
- (III) A thesis statement;***
- (IV) Transitions;***
- (V) A beginning, a middle and an end; and***
- (VI) A concluding statement;***

(2) With assistance, write essays and compositions using patterns of organization

which:

- (I) Compare and contrast; and***

(II) Show cause and effect;

(3) Write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters;

(III) Describe a setting;

(IV) Contain a plot;

(V) Contain dialogue;

(VI) Use figurative language; and

(VII) Use sensory details;

(4) Write:

(I) Poetry;

(II) Responses to text that demonstrate an understanding of plot in literary selections;

(III) Responses to text that analyze the elements of exposition and their effects on the text; and

(IV) A variety of communications in a format appropriate for the type of communication;

(5) With assistance, write:

(I) Responses to text which demonstrate an understanding of the characters and setting;

(II) Persuasive essays appropriate to the audience and purpose; and

(III) Persuasive essays and compositions that include a structure of cause and effect;

(6) Write persuasive essays and compositions which include:

(I) A thesis statement;

(II) Supporting evidence; and

(III) Relevant evidence;

(7) Write directions to complete a task or a procedure with a focus on:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features;

(8) Summarize information;

(9) Write research papers by:

(I) Choosing and narrowing a research topic;

(II) Locating and collecting information from primary and secondary sources;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Adhering to an established format to document the sources from which

information was obtained;

(10) With assistance, evaluate the credibility of resources; and

(11) Demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking]~~:

~~—(a) Listen~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil’s ability to:

~~[(1) Identify the tone and mood in verbal and nonverbal communication;~~

~~—(2) Identify effective speaking techniques using criteria;~~

~~—(3) Recognize that language usage varies in formal and informal settings; and~~

~~—(4) Follow multistep oral directions to complete a task.~~

~~—(b) Speak~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify:

(1) The main idea;

(2) The purpose;

(3) The message;

(4) The mood;

(5) The tone; and

(6) Techniques of persuasion;

(c) Listen for and summarize ideas and supporting details;

(d) Listen to and evaluate oral communications for:

(1) Content;

(2) Delivery;

(3) Point of view;

(4) *Ideas;*
(5) *Purpose; and*
(6) *Value;*
(e) *With assistance, listen for and explain the effect of the attitude of the speaker on the audience;*

(f) *Listen for and distinguish fact from opinion;*

(g) *With assistance, listen for and evaluate techniques for public speaking;*

(h) *Evaluate the logic of the arguments of the speaker;*

(i) *Expand vocabulary through listening;*

(j) *Listen for and identify:*

(1) *Dialect;*

(2) *Slang; and*

(3) *The use of formal and informal language;*

(k) *Listen for and distinguish between social and academic language;*

(l) *Actively listen to oral communications;*

(m) *Listen to and participate in conversations;*

(n) *Listen to and evaluate constructive feedback;*

(o) *Provide constructive feedback; and*

(p) *Focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to the audience and purpose ~~H~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~H(1) Use specific and varied vocabulary, and use standard English to communicate ideas;~~

~~—— (2) Develop and deliver presentations that may include media aids appropriate to audience and purpose;~~

~~—— (3) Organize and deliver a logical “how-to” speech that may be enhanced by media aids;~~

~~—— (4) Read aloud or recite literary, dramatic and original work; and~~

~~—— (5) Give organized multistep directions to complete a task.~~

~~— (c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil’s ability to:~~

~~—— (1) Demonstrate active listening skills by participating appropriately in conversations and group discussions;~~

~~—— (2) Ask and answer questions to generate possible solutions to a problem;~~

~~—— (3) Develop criteria for evaluating effective group participation; and~~

~~—— (4) Evaluate the logic and effectiveness of a speaker’s arguments.~~

~~— 4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil’s ability to:~~

~~— (a) Formulate a plan for research to answer a focused question;~~

~~— (b) Distinguish between information from primary and secondary sources;~~

~~— (c) Document research sources in order to prevent plagiarism;~~

~~— (d) Record information using an organizational format that requires taking notes; and~~

~~— (e) Present research findings using written text or media.]~~

(a) Give directions to complete tasks or procedures with a focus on clarity and technical vocabulary;

(b) Ask questions to clarify directions;

(c) Use precise language to describe:

(1) Feelings;

(2) Experiences;

(3) Observations; and

(4) Ideas;

(d) Use standard English to communicate ideas;

(e) Use techniques for public speaking to deliver presentations which address the audience

with appropriate:

(1) Volume;

(2) Eye contact;

(3) Enunciation;

(4) Posture;

(5) Expression;

(6) Purpose; and

(7) Prosody;

(f) Communicate information:

(1) While maintaining a clear focus;

(2) In a logical sequence; and

(3) By illustrating information using media aids;

(g) Communicate statements that express an opinion;

(h) Defend a position using evidence which supports that position;

(i) Contribute to conversations and discussions about a specified topic;

(j) Respond to questions to clarify and expand ideas;

- (k) Ask relevant questions to clarify information and expand ideas;*
- (l) Take a leadership role in conversations and discussions;*
- (m) Distinguish between relevant and irrelevant information; and*
- (n) With assistance, negotiate to arrive at a consensus by proposing and examining possible options.*

Sec. 8. NAC 389.321 is hereby amended to read as follows:

389.321 By the ~~end~~ *beginning* of the seventh grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in the seventh grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the seventh grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words

encountered in text ~~and~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~(1) Identify roots and affixes derived from Greek and Latin in words encountered in subject-specific text;~~

~~(2) Compare and contrast the meanings of closely related words; and~~

~~(3) Explain differences between literal and figurative language in text.]~~

(1) Decipher words in text using structural analysis by applying knowledge of:

(I) Base words;

(II) Root words;

(III) Suffixes;

(IV) Prefixes;

(V) Syllables; and

(VI) Compound words;

(2) Comprehend, build and expand vocabulary using:

(I) Syntax;

(II) Parts of speech;

(III) Homographs;

(IV) Homophones;

(V) Synonyms;

(VI) Antonyms;

(VII) Clues from the context in which the word is being used; and

(VIII) Structural analysis;

(3) Apply alphabetical order to locate words in resources;

(4) Use resources to find and confirm the:

(I) Meaning of an unknown word encountered in a text;

(II) Origin of an unknown word;

(III) Greek root of a word; and

(IV) Latin root of a word;

(5) Explain the difference between the connotative and denotative meaning of a word in

a text;

(6) Build vocabulary using pictures and symbols;

(7) Apply knowledge of content-specific vocabulary in a text to build comprehension;

and

(8) Read aloud and silently with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) Use prereading strategies ~~[to aid comprehension;~~

~~— (2) Confirm, deny and revise predictions, make inferences from text and adjust reading rate to suit text structure; and~~

~~— (3) Select and use appropriate] which are based on the text and the purpose to:~~

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) Use strategies during the reading process which are based on the text and the purpose to:

(I) Apply strategies of self-correction;

(II) Make, confirm and revise predictions;

(III) Understand and use key vocabulary;

(IV) Identify the main idea and supporting details;

(V) Make inferences;

(VI) Adjust the reading rate; and

(VII) Apply knowledge of the type of text; and

(3) Use strategies ~~[to aid comprehension]~~ after completion of the reading ~~[.]~~ which are based on the text and the purpose to:

(I) Recall details;

(II) Restate main ideas;

(III) Organize information;

(IV) Record information;

(V) Synthesize the text;

(VI) Evaluate the text; and

(VII) Evaluate the effectiveness of the strategies of reading.

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times.]~~ *time periods*, as demonstrated by the pupil's ability to:

~~[(1) Distinguish among elements of a story, including plot and subplot, conflict and foreshadowing and compare and contrast the actions of the characters;~~

~~— (2) Make inferences about an author's cultural and historical perspective as supported by the text;~~

~~— (3) Compare a variety of themes using textual evidence;~~

~~— (4) Interpret examples of imagery and explain their sensory impact;~~

~~— (5) Determine the effects of an author's choice of point of view; and~~

~~— (6) Identify characteristics and elements of various literary forms.]~~

(1) Analyze the setting;

(2) Analyze the development of the plot with a focus on:

- (I) Climax;*
- (II) Resolution;*
- (III) The turning point;*
- (IV) Exposition;*
- (V) Rising action; and*
- (VI) Falling action;*

(3) Describe:

- (I) An internal conflict and an external conflict;*
- (II) The main plot and the subplots;*
- (III) How one event may cause another event;*
- (IV) The motivation for the actions of a character; and*
- (V) The theme based on evidence from the text;*

(4) Analyze the effect of the author's use of:

- (I) First-person point of view;*
- (II) Third-person limited point of view; and*
- (III) Third-person omniscient point of view;*

(5) Explain the author's use of:

- (I) Flashback; and*
- (II) Characterization;*

(6) Analyze the author's use of:

- (I) Foreshadowing;*
- (II) Imagery;*
- (III) Figurative language;*

- (IV) Sound devices;*
- (V) Dialect;*
- (VI) Slang;*
- (VII) Formal language; and*
- (VIII) Informal language;*

(7) Explain:

- (I) A lesson learned based on the events or the actions of a character;*
- (II) How the use of words and phrases reveal tone;*
- (III) The use of irony;*
- (IV) The influence of cultures;*
- (V) The influence of time periods; and*
- (VI) The relationships among the protagonists, antagonists and supporting*

characters;

(8) With assistance, analyze the use of flashback by an author;

(9) Make inferences and draw conclusions based on evidence from the text about the:

- (I) Setting;*
- (II) Plot; and*
- (III) Characters;*

(10) Identify the effects of rhythm and rhyme on the text;

(11) Compare themes that relate to a single topic;

(12) Distinguish between the third-person limited point of view and the third-person omniscient point of view;

(13) Analyze how words and phrases create mood;

- (14) *With assistance, identify various types of irony;*
- (15) *Make inferences about the cultural and historical viewpoints of an author;*
- (16) *Make and revise predictions based on evidence from the text;*
- (17) *Make connections between the text and:*
 - (I) *The pupil;*
 - (II) *Other texts; and*
 - (III) *The world;*
- (18) *Use information to answer specific questions;*
- (19) *Summarize information;*
- (20) *Synthesize information; and*
- (21) *With assistance, paraphrase information.*

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

- ~~[(1) Compare and contrast the features and elements of consumer materials to gain meaning from text;~~
- ~~— (2) Identify and trace the development of an author's argument, viewpoint or perspective in text;~~
- ~~— (3) Paraphrase and synthesize information from several sources;~~
- ~~— (4) Evaluate the author's use of evidence in support of an argument;~~
- ~~— (5) Identify unsupported inferences, faulty reasoning and propaganda techniques in text;~~
- ~~and~~
- ~~— (6) Read and follow multistep directions to complete a complex task.]~~

(1) *Evaluate information from:*

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings;

(VIII) Maps;

(IX) Tables of content;

(X) Glossaries; and

(XI) Indices;

(2) Identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations;

(VI) Acronyms; and

(VII) Parenthetical expressions;

(3) Describe the use of:

(I) Dialect;

(II) Slang;

(III) Informal and formal language; and

(IV) Idioms;

(4) Explain:

(I) The use of figurative language;

(II) The use of analogies;

(III) How words and phrases reveal the author's tone;

(IV) How language clarifies ideas and concepts;

(V) How language is used for persuasion and propaganda;

(VI) The influence of cultures; and

(VII) The intended and unintended effects of techniques for persuasion and propaganda on an audience;

(5) Describe how an author uses concrete examples to explain abstract ideas;

(6) Describe, based on evidence from the text:

(I) The main idea; and

(II) The theme;

(7) Compare themes relating to a single topic;

(8) Compare events;

(9) Evaluate:

(I) The impact of the sequential order of the text and the chronological order of the text;

(II) A cause and its effect on events and relationships;

(III) A problem and a solution to the problem; and

(IV) Hypotheses based on information;

(10) Make inferences about the cultural and historical viewpoints of the author;

(11) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(12) Use information to answer specific questions;

(13) Summarize information;

(14) Make and revise predictions based on evidence from the text;

(15) Make inferences and draw conclusions based on evidence from the text;

(16) Evaluate the author's use of facts and opinions;

(17) Analyze the accuracy of facts;

(18) Determine the reasonableness and accuracy of evidence;

(19) Verify information from one source by consulting other sources;

(20) Explain the author's use of organizational structure;

(21) Trace the development of the argument, viewpoint or perspective of the author;

(22) Synthesize information;

(23) With assistance, paraphrase information;

(24) Read and follow directions to complete a task or a procedure; and

(25) Evaluate directions to complete a task or procedure for:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

- (1) Use prewriting strategies to plan written work;*
- (2) Choose and narrow a topic to organize ideas;*
- (3) Explore a topic to plan written work;*
- (4) Draft papers which contain more than one paragraph about a single topic and*

which:

- (I) Are appropriate for the audience;*
- (II) Address the purpose;*
- (III) Contain supporting details;*
- (IV) Contain an introduction;*
- (V) Contain transitions; and*
- (VI) Contain a conclusion;*

(5) Revise drafts:

- (I) For organization;*
- (II) To focus ideas;*
- (III) For voice;*
- (IV) For appropriateness for the audience;*
- (V) For purpose;*
- (VI) For relevant details;*
- (VII) For word choice; and*
- (VIII) For sentence fluency;*

(6) Edit essays and compositions to ensure correct spelling of high-frequency words and content words;

(7) Edit for proper capitalization;

(8) Edit punctuation for:

(I) Punctuation at the end of a sentence;

(II) Commas;

(III) Apostrophes;

(IV) Quotation marks;

(V) Abbreviations;

(VI) Colons;

(VII) Hyphens;

(VIII) Semicolons; and

(IX) Parentheses;

(9) With assistance, edit punctuation for varied sentence structure;

(10) Edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb;

(VI) Verb tenses;

(VII) Adverbs;

(VIII) Clauses;

(IX) Phrases;

(X) Agreement between a pronoun and its antecedent; and

(XI) The pronoun case;

(11) Edit sentence structure:

(I) For complete sentences;

(II) To combine sentences, when combining is appropriate;

(III) For compound sentences;

(IV) For complex sentences; and

(V) For compound-complex sentences;

(12) Edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(13) Select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(14) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, entertain or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~*(1) Write informative papers that have a structured beginning, middle and conclusion and draw upon a variety of sources;*~~

~~*(2) Convert information from text into visual formats and visual formats into text for a specific audience and purpose;*~~

~~*(3) Write narratives or short stories that include appropriate transitional words or phrases;*~~

~~—— (4) Write supported responses to literary selections that demonstrate an understanding of theme;~~

~~—— (5) Write summaries of procedures; and~~

~~—— (6) Write complete papers that offer persuasive evidence in support of a position.~~

~~—— (b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~—— (1) Generate ideas by responding to visual prompts;~~

~~—— (2) Select and use organizing techniques appropriate to the purpose of writing;~~

~~—— (3) Draft focused, developed compositions;~~

~~—— (4) Revise writing to improve organization, to check the logic of the ideas and precision of the vocabulary and to meet the criteria of a rubric;~~

~~—— (5) Edit for use of standard English; and~~

~~—— (6) Produce writing with an awareness of intended purpose and audience.~~

~~—— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~—— (1) Know and use usage rules in writing;~~

~~—— (2) Use varied sentence structure in writing;~~

~~—— (3) Use hyphens and parentheses correctly and correctly punctuate sentences;~~

~~—— (4) Use rules of capitalization; and~~

~~—— (5) Demonstrate conventional spelling.}]~~

(I) Write essays and compositions which include:

(I) A topic sentence;

(II) Supporting details;

(III) A thesis statement;

(IV) Transitions;

(V) A beginning, a middle and an end; and

(VI) A concluding statement;

(2) Write essays and compositions using patterns of organization which:

(I) Compare and contrast; and

(II) Show cause and effect;

(3) With assistance, write essays and compositions that use various organizational structures and stylistic devices;

(4) Write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters;

(III) Describe a setting;

(IV) Contain a plot;

(V) Contain dialogue;

(VI) Use figurative language; and

(VII) Use sensory details;

(5) Write:

(I) Poetry;

(II) Responses to text that demonstrate an understanding of plot, character and setting;

(III) Responses to text that demonstrate an understanding of exposition supported by evidence from the text;

(IV) A variety of communications in a format appropriate for the type of communication; and

(V) Persuasive essays appropriate to the audience and purpose;

(6) With assistance, write responses to text that make connections between the text and other texts, experience or ideas;

(7) Write persuasive essays and compositions which include:

(I) A thesis statement;

(II) Supporting evidence;

(III) Relevant evidence; and

(IV) A structure of cause and effect;

(8) With assistance, write persuasive essays and compositions which include:

(I) Structures for addressing problems and solutions; and

(II) Rhetorical strategies;

(9) Write directions to complete a task or a procedure with a focus on:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features;

(10) Summarize information;

(11) Write research papers by:

(I) Choosing and narrowing a research topic;

(II) Locating, collecting and analyzing information from primary and secondary sources;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Adhering to an established format to document the sources from which information was obtained;

(12) Evaluate the credibility of resources; and

(13) Demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Interpret a speaker's verbal and nonverbal messages to identify main ideas;~~

~~—(2) Determine a speaker's stance by evaluating the use of speaking techniques;~~

~~—(3) Recognize that colloquialisms and jargon are reflections of contexts, regions and cultures; and~~

~~—(4) Follow multistep oral directions to complete a task.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

- (b) Listen for and identify:*
 - (1) The main idea;*
 - (2) The purpose;*
 - (3) The message;*
 - (4) The mood;*
 - (5) The tone; and*
 - (6) Techniques of persuasion;*
- (c) Listen for and summarize ideas and supporting details;*
- (d) Listen to and evaluate oral communications for:*
 - (1) Content;*
 - (2) Delivery;*
 - (3) Point of view;*
 - (4) Ideas;*
 - (5) Purpose; and*
 - (6) Value;*
- (e) Listen for and evaluate the effect of the attitude of the speaker on the audience;*
- (f) Listen for and distinguish fact from opinion;*
- (g) Listen for and evaluate techniques for public speaking;*
- (h) Listen to and evaluate the logic of the arguments of the speaker;*
- (i) Expand vocabulary through listening;*
- (j) Listen for and identify:*
 - (1) Dialect;*
 - (2) Slang; and*

- (3) *The use of formal and informal language;*
- (k) *Listen for and distinguish between social and academic language;*
- (l) *Actively listen to oral communications;*
- (m) *Listen to and participate in conversations;*
- (n) *Listen to and evaluate constructive feedback;*
- (o) *Provide constructive feedback; and*
- (p) *Focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to the audience and purpose ~~and~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~(1) Develop and deliver presentations, using standard English and specific and varied vocabulary, that integrate appropriate public speaking techniques and media aids;~~

~~(2) Organize and deliver a persuasive speech appropriate to audience and purpose;~~

~~(3) Give clear and concise multistep directions to complete a task; and~~

~~(4) Read aloud or recite literary, dramatic and original work.~~

~~(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~(1) Provide constructive feedback when participating in conversations and group discussions;~~

~~(2) Distinguish between relevant and irrelevant information offered in support of an opinion;~~

~~(3) Participate in discussions in a variety of formats such as committees, panels and debates; and~~

~~—— (4) Develop logical arguments in support of opinions.~~

~~—— 4. For the area of research, formulate research questions and use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~—— (a) Formulate questions and statements of purpose to guide cross-curricular research;~~

~~—— (b) Locate and use primary and secondary sources of information to investigate a research question;~~

~~—— (c) Use a method of citing sources within compositions;~~

~~—— (d) Record information using a strategy selected by the pupil for taking notes or organization; and~~

~~—— (e) Organize and present research findings using written text or media.]~~

(a) Give directions to complete tasks or procedures with a focus on clarity and technical vocabulary;

(b) Ask questions to clarify directions;

(c) Use precise language to describe and elicit:

(1) Feelings;

(2) Experiences;

(3) Observations; and

(4) Ideas;

(d) Use standard English to communicate ideas;

(e) Use techniques for public speaking to deliver presentations which address the audience with appropriate:

(1) Volume;

- (2) *Eye contact;*
- (3) *Enunciation;*
- (4) *Posture;*
- (5) *Expression;*
- (6) *Purpose; and*
- (7) *Prosody.*
- (f) *Communicate information:*
 - (1) *While maintaining a clear focus;*
 - (2) *In a logical sequence; and*
 - (3) *By illustrating information using media aids;*
- (g) *Communicate statements that express an opinion;*
- (h) *Defend a position using evidence which supports that position;*
- (i) *Provide constructive feedback when participating in conversations and discussions;*
- (j) *Respond to questions to generate possible solutions to a problem;*
- (k) *Ask relevant questions to clarify information and expand ideas;*
- (l) *Take a leadership role in conversations and discussions;*
- (m) *Distinguish between relevant and irrelevant information; and*
- (n) *With assistance, negotiate to arrive at a consensus by proposing and examining possible options.*

Sec. 9. NAC 389.401 is hereby amended to read as follows:

389.401 By the ~~end~~ *beginning* of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public

schools. Instruction in the eighth grade in English language arts must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words

encountered in text ~~[(1) and to develop vocabulary,~~ as demonstrated by the pupil's ability to:

- ~~(1) Apply knowledge of Greek and Latin roots and affixes to comprehend new words;~~
- ~~(2) Use dictionaries and glossaries to determine meanings of new words encountered in text; and~~
- ~~(3) Analyze figurative language to infer literal and figurative meaning from text.]~~

(1) Decipher words in text using structural analysis by applying knowledge of:

(I) Base words;

(II) Root words;

(III) Suffixes;

(IV) Prefixes;

(V) Syllables; and

(VI) Compound words;

(2) Comprehend, build and expand vocabulary using:

(I) Syntax;

(II) Parts of speech;

(III) Homographs;

(IV) Homophones;

(V) Synonyms;

(VI) Antonyms;

(VII) Clues from the context in which the word is being used; and

(VIII) Structural analysis;

(3) Apply alphabetical order to locate words in resources;

(4) Use resources to find and confirm the:

(I) Meaning of an unknown word encountered in a text;

(II) Origin of an unknown word;

(III) Greek root of a word; and

(IV) Latin root of a word;

(5) Evaluate the author's use of the connotative and denotative meaning of a word in a text;

(6) Build vocabulary using pictures and symbols;

(7) Apply knowledge of content-specific vocabulary in a text to build comprehension;

and

(8) Read aloud and silently with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) ~~Apply~~ Use prereading strategies ~~;~~

~~(2) Apply and analyze skills and strategies that enhance comprehension;~~

~~(3) Use outlines, maps and graphic organizers to aid comprehension; and~~

~~—— (4) Adjust the rate of reading as appropriate for the purpose and task assigned and the level of difficulty of the text.]~~ *which are based on the text and the purpose to:*

- (I) Preview the text;*
- (II) Access prior knowledge;*
- (III) Build background knowledge;*
- (IV) Set the purpose for reading the text;*
- (V) Make predictions;*
- (VI) Determine the reading rate; and*
- (VII) Determine the type of text;*

(2) Use strategies during the reading process which are based on the text and the purpose to:

- (I) Apply strategies of self-correction;*
- (II) Make, confirm and revise predictions;*
- (III) Understand and use key vocabulary;*
- (IV) Identify the main idea and supporting details;*
- (V) Make inferences;*
- (VI) Adjust the reading rate; and*
- (VII) Apply knowledge of the type of text; and*

(3) Use strategies after completion of the reading which are based on the text and the purpose to:

- (I) Recall details;*
- (II) Restate main ideas;*
- (III) Organize information;*

- (IV) Record information;*
- (V) Synthesize the text;*
- (VI) Evaluate the text; and*
- (VII) Evaluate the effectiveness of the strategies of reading.*

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

- ~~— (1) Evaluate the elements of a story to determine the importance of the elements to the story;~~
- ~~— (2) Explain inferences regarding the motives of characters and consequences of action by citing to the text;~~
- ~~— (3) Identify examples of connections that exist among an author, the cultural and historical context and the work;~~
- ~~— (4) Distinguish theme from topic and cite to evidence from the text to support claims;~~
- ~~— (5) Identify, analyze and compare techniques used by authors to elicit a response from the reader; and~~
- ~~— (6) Compare characteristics and elements of various literary forms.]~~

- (1) Analyze the setting;*
- (2) Analyze the development of the plot with a focus on:*
 - (I) Climax;*
 - (II) Resolution;*
 - (III) The turning point;*
 - (IV) Exposition;*
 - (V) Rising action; and*

(VI) Falling action;

(3) Describe:

(I) An internal conflict and an external conflict;

(II) The main plot and the subplots;

(III) The motivation for the actions of a character; and

(IV) The theme based on evidence from the text;

(4) Analyze:

(I) How one event may cause another event;

(II) Methods of characterization used by the author;

(III) How words and phrases create mood; and

(IV) The influence of historical events and cultures;

(5) Analyze the effect of the author's use of:

(I) First-person point of view;

(II) Third-person limited point of view; and

(III) Third-person omniscient point of view;

(6) Analyze the author's use of:

(I) Flashback;

(II) Foreshadowing;

(III) Sound devices;

(IV) Dialect;

(V) Slang;

(VI) Formal language; and

(VII) Informal language;

- (7) Analyze the author's use of and the purpose of imagery and figurative language;*
- (8) Explain:*
- (I) The author's development of a character;*
 - (II) A lesson learned based on the events or the actions of a character;*
 - (III) How the use of a stylistic device creates tone and mood; and*
 - (IV) The use of irony;*
- (9) Make inferences and draw conclusions based on evidence from the text about the:*
- (I) Setting;*
 - (II) Plot; and*
 - (III) Characters;*
- (10) Identify the effects of rhythm and rhyme on the text;*
- (11) Compare themes that relate to a single topic;*
- (12) Distinguish between the third-person limited point of view and the third-person omniscient point of view;*
- (13) With assistance, identify various types of irony;*
- (14) With assistance, analyze the influence of the work of an author on historical events;*
- (15) Make and revise predictions based on evidence from the text;*
- (16) Make connections between the text and:*
- (I) The pupil;*
 - (II) Other texts; and*
 - (III) The world;*
- (17) Use information to answer specific questions;*

(18) Summarize information;

(19) Synthesize information; and

(20) Paraphrase information.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~—(1) Use knowledge of the features of the text and common expository structures to comprehend the text;~~

~~—(2) Locate, interpret, organize and synthesize information in text to answer specific questions and support ideas;~~

~~—(3) Evaluate the validity, accuracy and adequacy of evidence that supports the ideas of the author and cite supporting evidence from the text;~~

~~—(4) Summarize ideas and information in text, including, without limitation, advertisements and public documents; and~~

~~—(5) Read and follow multistep directions to complete a complex task.]~~

(1) Evaluate information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings;

(VIII) Maps;

(IX) Tables of content;

(X) Glossaries; and

(XI) Indices;

(2) Identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations;

(VI) Acronyms; and

(VII) Parenthetical expressions;

(3) Analyze the use of:

(I) Dialect;

(II) Slang;

(III) Informal and formal language;

(IV) Idioms;

(V) Figurative language; and

(VI) Analogies;

(4) Explain:

(I) How words and phrases reveal an author's tone;

(II) How language clarifies ideas and concepts; and

(III) How language is used for persuasion and propaganda;

(5) Describe how an author uses concrete examples to explain abstract ideas;

- (6) Describe the main idea based on evidence from the text;*
- (7) Compare themes relating to a single topic;*
- (8) Compare events;*
- (9) Evaluate:*
 - (I) The impact of the sequential order of the text and the chronological order of the text;*
 - (II) A cause and its effect on events and relationships;*
 - (III) A problem and a solution to the problem;*
 - (IV) Hypotheses based on information;*
 - (V) The author's use of facts and opinions; and*
 - (VI) The author's use of organizational structure;*
- (10) Make inferences about the cultural and historical viewpoints of the author;*
- (11) Make connections between the text and:*
 - (I) The pupil;*
 - (II) Other texts; and*
 - (III) The world;*
- (12) Use information to answer specific questions;*
- (13) Summarize information;*
- (14) Make and revise predictions based on evidence from the text;*
- (15) Make inferences and draw conclusions based on evidence from the text;*
- (16) Analyze:*
 - (I) The accuracy of facts;*
 - (II) The reasonableness and accuracy of evidence;*

(III) The intended and unintended effects of techniques for persuasion and propaganda in various media;

(IV) The theme based on evidence from the text;

(V) The influence of historical events and culture; and

(VI) Information from one source by consulting other sources;

(17) Analyze the development of the argument, viewpoint or perspective of the author;

(18) Synthesize information;

(19) Paraphrase information;

(20) With assistance, synthesize information from two or more texts;

(21) With assistance, predict events and relationships if:

(I) The sequence is altered; and

(II) The chronological order is altered;

(22) Read and follow directions to complete a task or a procedure; and

(23) Evaluate directions to complete a task or a procedure for:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features.

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

(1) Use prewriting strategies to plan written work;

(2) Choose and narrow a topic to organize ideas;

(3) Explore a topic to plan written work;

(4) Draft papers which contain more than one paragraph about a single topic and

which:

(I) Are appropriate for the audience;

(II) Address the purpose;

(III) Contain an introduction;

(IV) Contain supporting details;

(V) Contain transitions; and

(VI) Contain a conclusion;

(5) Revise drafts:

(I) For organization;

(II) To focus ideas;

(III) For voice;

(IV) For appropriateness for the audience;

(V) For purpose;

(VI) For relevant details;

(VII) For word choice; and

(VIII) For sentence fluency;

(6) Edit essays and compositions to ensure correct spelling of high-frequency words and content words;

(7) Edit for proper capitalization;

(8) Edit punctuation for:

(I) Punctuation at the end of a sentence;

(II) Commas;

(III) Apostrophes;

(IV) Quotation marks;

(V) Abbreviations;

(VI) Colons;

(VII) Hyphens;

(VIII) Semicolons;

(IX) Parentheses; and

(X) Varied sentence structure;

(9) Edit for the correct use of:

(I) Nouns;

(II) Verbs;

(III) Pronouns;

(IV) Adjectives;

(V) Agreement between the subject and verb;

(VI) Verb tenses;

(VII) Adverbs;

(VIII) Clauses;

(IX) Phrases;

(X) Agreement between a pronoun and its antecedent; and

(XI) The pronoun case;

(10) Edit sentence structure:

(I) For complete sentences;

(II) To combine sentences, when combining is appropriate;

(III) For compound sentences;

(IV) For complex sentences; and

(V) For compound-complex sentences;

(11) Edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(12) Select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(13) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and are appropriate to purpose and audience, as demonstrated by the pupil's ability to:

~~{(1) Write well-developed informative papers using a variety of sources;~~

~~——(2) Write personal and business communications;~~

~~——(3) Write organized narratives or short stories that include relevant dialogue and details and that reveal the author's opinion concerning the subject;~~

~~——(4) Respond to literary selections using supporting evidence from the text;~~

~~——(5) Write summaries by presenting main ideas and supporting information;~~

~~——(6) Write well-organized expository text that states a thesis and answers readers' concerns and counterarguments; and~~

~~——(7) Write organized, persuasive editorials or essays that state a thesis supported by details, reasons and examples.~~

~~—(b) Write with a clear focus and logical development and evaluate, revise and edit for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

~~——(1) Generate ideas using a variety of strategies;~~

~~——(2) Organize ideas according to the purpose and task;~~

~~——(3) Draft coherent compositions with a dominant impression or thesis statement;~~

~~——(4) Revise writing using identified criteria;~~

~~——(5) Edit for use of standard English; and~~

~~——(6) Write with a tone that is expressive and appropriate to audience and purpose.~~

~~—(c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~

~~——(1) Apply the rules of usage and grammar correctly;~~

~~——(2) Use varied sentence structure to reinforce style;~~

~~——(3) Use internal and external punctuation correctly;~~

~~——(4) Use rules of capitalization; and~~

~~——(5) Demonstrate conventional spelling.]~~

(1) Write essays and compositions which include:

(I) A topic sentence;

(II) Supporting details;

(III) A thesis statement;

(IV) Transitions;

(V) A beginning, a middle and an end; and

(VI) A concluding statement;

(2) Write essays and compositions that use various organizational structures and stylistic devices;

(3) Write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters;

(III) Describe a setting;

(IV) Contain a plot;

(V) Contain dialogue;

(VI) Use figurative language; and

(VII) Use sensory details;

(4) Write:

(I) Poetry;

(II) Responses to text that make connections between the text and other texts, experience or ideas;

(III) A variety of communications in a format appropriate for the type of communication; and

(IV) Persuasive essays and compositions appropriate to the audience and purpose;

(5) Write persuasive essays and compositions which include:

(I) A thesis statement;

(II) Supporting evidence;

(III) Relevant evidence;

(IV) A structure of cause and effect;

(V) Structures for addressing problems and solutions; and

(VI) Rhetorical strategies;

(6) Write directions to complete a task or a procedure with a focus on:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features;

(7) Write research papers by:

(I) Choosing and narrowing a research topic;

(II) Locating, collecting and analyzing information from primary and secondary sources;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Adhering to an established format to document and cite the sources from which information was obtained;

(8) With assistance, write:

(I) An analysis of an expository text that addresses the effectiveness of the writing technique; and

(II) A literary analysis;

(9) Evaluate the credibility of resources; and

(10) Demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Paraphrase the main ideas of the speaker and the supporting evidence to determine the meaning of the communication and to ask relevant questions concerning the communication;~~

~~—(2) Evaluate content and delivery and provide constructive feedback;~~

~~—(3) Analyze dialects associated with informal and formal speaking contexts as they are reflected in slang, jargon and language styles; and~~

~~—(4) Follow multistep oral directions to complete a complex task.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify:

(1) The main idea;

(2) The purpose;

(3) The message;

(4) The mood;

(5) The tone; and

(6) Techniques of persuasion;

(c) Listen for and summarize ideas and supporting details;

(d) Listen to and evaluate oral communications for:

- (1) Content;*
- (2) Delivery;*
- (3) Point of view;*
- (4) Ideas;*
- (5) Purpose; and*
- (6) Value;*

- (e) Listen for and evaluate the effect of the attitude of the speaker on the audience;*
- (f) Listen for and distinguish fact from opinion;*
- (g) Listen for and evaluate techniques for public speaking;*
- (h) Listen to and evaluate the logic of the arguments of the speaker;*
- (i) Expand vocabulary through listening;*
- (j) Listen for and identify:*
 - (1) Dialect;*
 - (2) Slang; and*
 - (3) The use of formal and informal language;*
- (k) Listen for and distinguish between social and academic language;*
- (l) Actively listen to oral communications;*
- (m) Listen to and participate in conversations;*
- (n) Listen to and evaluate constructive feedback;*
- (o) Provide constructive feedback; and*
- (p) Focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids appropriate to audience and purpose ~~[.]~~ *and participate in discussions to offer information, clarify ideas and support positions*, as demonstrated by the pupil's ability to:

~~—(1) Select and use vocabulary and techniques of public speaking that are appropriate to the audience and purpose;~~

~~—(2) Organize and deliver planned and impromptu presentations appropriate to the audience and purpose; and~~

~~—(3) Give clear and concise multistep directions to complete a complex task.~~

~~—(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

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

~~—(2) Examine and provide specific evidence to support an opinion;~~

~~—(3) Follow group rules and understand individual roles in a variety of discussion formats; and~~

~~—(4) Express opinions with evidence to support those opinions and consider multiple or divergent points of view.~~

~~—4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~—(a) Formulate questions and develop a purpose that leads to inquiry, investigation and research across the curriculum;~~

~~—(b) Locate and select relevant information from multiple primary and secondary sources;~~

- ~~—(c) Document sources used in research in accordance with a given format;~~
- ~~—(d) Record information using a variety of note-taking and organizational strategies; and~~
- ~~—(e) Organize and present research findings using appropriate multimedia.}]~~

(a) Give directions to complete tasks or procedures with a focus on clarity and technical vocabulary;

(b) Ask questions to clarify directions;

(c) Use precise language to describe and elicit:

(1) Feelings;

(2) Experiences;

(3) Observations; and

(4) Ideas;

(d) Use standard English to communicate ideas;

(e) Use techniques for public speaking to deliver presentations which address the audience with appropriate:

(1) Volume;

(2) Eye contact;

(3) Enunciation;

(4) Posture;

(5) Expression;

(6) Purpose; and

(7) Prosody;

(f) Communicate information:

(1) While maintaining a clear focus;

- (2) *In a logical sequence; and*
- (3) *By illustrating information using media aids;*
- (g) *Communicate statements that express an opinion;*
- (h) *Defend a position using logic and citing evidence which supports that position;*
- (i) *Provide constructive feedback using established procedures;*
- (j) *Respond to questions with evidence in support of an opinion;*
- (k) *Ask relevant questions to generate possible solutions to a problem;*
- (l) *Take a leadership role in conversations and discussions;*
- (m) *Distinguish between relevant and irrelevant information; and*
- (n) *Negotiate to arrive at a consensus by proposing and examining possible options.*

Sec. 10. NAC 389.461 is hereby amended to read as follows:

389.461 By the ~~[end of the 12th grade,]~~ *beginning of high school*, pupils must know and be able to do everything required in the previous grades for courses in English language arts offered in public schools. Instruction in ~~[the 12th grade]~~ *high school* in English language arts must be designed so that pupils meet the following performance standards by the completion of ~~[the 12th grade:]~~ *high school*:

1. For the area of reading:

(a) Know and use skills and strategies of word analysis to comprehend new words encountered in text ~~[:]~~ *and to develop vocabulary*, as demonstrated by the pupil's ability to:

~~[(1) Apply knowledge of Anglo-Saxon, Greek and Latin roots to determine the meanings of unknown words across the curriculum;~~

~~—(2) Interpret the meanings of familiar literary allusions to comprehend text; and~~

~~—(3) Discern connotative differences between closely related words.]~~

(1) Decipher words in text using structural analysis by applying knowledge of:

(I) Base words;

(II) Root words;

(III) Suffixes;

(IV) Prefixes;

(V) Syllables; and

(VI) Compound words;

(2) Comprehend, build and expand vocabulary using:

(I) Syntax;

(II) Parts of speech;

(III) Homographs;

(IV) Homophones;

(V) Synonyms;

(VI) Antonyms;

(VII) Clues from the context in which the word is being used; and

(VIII) Structural analysis;

(3) Apply alphabetical order to locate a word in a resource;

(4) Use resources to find and confirm the:

(I) Meaning of an unknown word encountered in a text;

(II) Origin of a word;

(III) Greek root of a word; and

(IV) Latin root of a word;

(5) Evaluate the author's use of the connotative and denotative meaning of a word in a text;

(6) Build vocabulary using pictures and symbols;

(7) Apply knowledge of content-specific vocabulary in a text to build comprehension;

and

(8) Read aloud and silently with fluency and with a focus on:

(I) Prosody;

(II) Accuracy;

(III) Automaticity; and

(IV) Reading rate.

(b) Use skills and strategies of reading process to build comprehension, as demonstrated by the pupil's ability to:

(1) ~~Independently apply~~ Use prereading strategies ~~;~~ and

~~—(2) Monitor comprehension while reading and apply repair strategies if necessary.] which are based on the text and the purpose to:~~

(I) Preview the text;

(II) Access prior knowledge;

(III) Build background knowledge;

(IV) Set the purpose for reading the text;

(V) Make predictions;

(VI) Determine the reading rate; and

(VII) Determine the type of text;

(2) *Use strategies during the reading process which are based on the text and the purpose to:*

- (I) *Apply strategies of self-correction;*
- (II) *Make, confirm and revise predictions;*
- (III) *Understand and use key vocabulary;*
- (IV) *Identify the main idea and supporting details;*
- (V) *Make inferences;*
- (VI) *Adjust the reading rate; and*
- (VII) *Apply knowledge of the type of text; and*

(3) *Use strategies after completion of the reading which are based on the text and the purpose to:*

- (I) *Recall details;*
- (II) *Restate main ideas;*
- (III) *Organize information;*
- (IV) *Record information;*
- (V) *Synthesize the text;*
- (VI) *Evaluate the text; and*
- (VII) *Evaluate the effectiveness of the strategies of reading.*

(c) Read *literary texts* to comprehend, interpret and evaluate ~~[literature from a variety of]~~ authors, cultures and ~~[times,]~~ *time periods*, as demonstrated by the pupil's ability to:

~~[(1) Interpret themes in literature and defend the interpretation with evidence from the text or application of historical and cultural contexts; and~~

~~—— (2) Determine the purpose of the author by analyzing the author's choice of genre and stylistic devices such as imagery, figurative language and irony.]~~

(1) Analyze the setting;

(2) Analyze the development of the plot with a focus on:

(I) Climax;

(II) Resolution;

(III) The turning point;

(IV) Exposition;

(V) Rising action; and

(VI) Falling action;

(3) Describe:

(I) An internal conflict and an external conflict;

(II) The main plot and the subplots; and

(III) The motivation for the actions of a character;

(4) Analyze:

(I) How one event may cause another event;

(II) The development of the characters in the text;

(III) The influence of historical events and cultures; and

(IV) The theme based on evidence from the text;

(5) Evaluate methods of characterization used by the author;

(6) Evaluate the effect of the author's use of:

(I) First-person point of view;

(II) Third-person limited point of view; and

(III) Third-person omniscient point of view;

(7) Evaluate the use and purpose of:

(I) Imagery;

(II) Figurative language;

(III) Sound devices;

(IV) Dialect;

(V) Slang;

(VI) Formal language; and

(VII) Informal language;

(8) Analyze the author's use of:

(I) Flashback;

(II) Foreshadowing; and

(III) Various types of irony;

(9) Explain:

(I) A lesson learned based on the events or the actions of a character; and

(II) The use of irony;

(10) Make inferences and draw conclusions based on evidence from the text about the:

(I) Setting;

(II) Plot; and

(III) Characters;

(11) Identify the effects of rhythm and rhyme on the text;

(12) Compare themes that relate to a single topic;

(13) Distinguish between the third-person limited point of view and the third-person omniscient point of view;

(14) Evaluate the use of stylistic devices to create tone and mood;

(15) Compare the use of stylistic devices to create mood;

(16) Analyze the influence of the work of an author on historical events;

(17) Analyze the influence of historical events and culture on the work of an author;

(18) Make and revise predictions based on evidence from the text;

(19) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(20) Use information to answer specific questions;

(21) Summarize information;

(22) Synthesize information; and

(23) Paraphrase information.

(d) Read *expository and persuasive texts* to comprehend, interpret and evaluate

~~[informational]~~ *the* texts for specific purposes, as demonstrated by the pupil's ability to:

~~[(1) Determine the purpose of the author in informational texts and public documents by analyzing the features of the text, rhetorical strategies, and historical and cultural contexts;~~

~~—(2) Locate, organize, interpret and synthesize information in multiple primary and secondary sources to support opinions; and~~

~~—(3) Read and apply multistep directions to perform complex procedures and tasks.]~~

(1) Evaluate information from:

(I) Illustrations;

(II) Graphs;

(III) Charts;

(IV) Titles;

(V) Text boxes;

(VI) Diagrams;

(VII) Headings;

(VIII) Maps;

(IX) Tables of content;

(X) Glossaries; and

(XI) Indices;

(2) Identify and explain the use of:

(I) Boldface type;

(II) Underlined type;

(III) Highlighted type;

(IV) Italicized type;

(V) Abbreviations;

(VI) Acronyms; and

(VII) Parenthetical expressions;

(3) Analyze the use of:

(I) Dialect;

(II) Slang;

(III) Informal and formal language;

(IV) Idioms;

(V) Figurative language; and

(VI) Analogies;

(4) Explain:

(I) How words and phrases reveal an author's tone;

(II) How language clarifies ideas and concepts; and

(III) How language is used for persuasion and propaganda;

(5) Describe how an author uses concrete examples to explain abstract ideas;

(6) Describe the main idea based on evidence from the text;

(7) Compare themes relating to a single topic;

(8) Compare events;

(9) Evaluate:

(I) The impact of the sequential order of the text and the chronological order of the text;

(II) A cause and its effect on events and relationships;

(III) A problem and a solution to the problem;

(IV) Hypotheses based on information;

(V) The author's use of organizational structure;

(VI) The development of the author's argument, viewpoint or perspective;

(VII) The influence of historical events and culture;

(VIII) The influence of historical events and culture on the work of an author;

(IX) The author's use of facts and opinions;

(X) The reasonableness and adequacy of evidence from the text;

(XI) Information from one source by consulting other sources; and

(XII) The intended and unintended effects of techniques for persuasion and propaganda in various media;

(10) Make inferences about the cultural and historical viewpoints of the author;

(11) Make connections between the text and:

(I) The pupil;

(II) Other texts; and

(III) The world;

(12) Use information to answer specific questions;

(13) Summarize information;

(14) Make and revise predictions based on evidence from the text;

(15) Make inferences and draw conclusions based on evidence from the text;

(16) Analyze:

(I) A theme based on evidence from the text; and

(II) The accuracy of facts;

(17) Read and follow directions to complete a task or a procedure;

(18) Synthesize information;

(19) Paraphrase information;

(20) Synthesize information from two or more texts;

(21) Predict events and relationships if:

(I) The sequence is altered; and

(II) The chronological order is altered; and

(22) Evaluate directions to complete a task or a procedure for:

- (I) Clarity;*
- (II) Format;*
- (III) Technical vocabulary; and*
- (IV) Text features.*

2. For the area of writing:

(a) *Write a variety of texts using the writing process, as demonstrated by the pupil's ability*

to:

- (1) Use prewriting strategies to plan written work;*
- (2) Choose and narrow a topic to organize ideas;*
- (3) Explore a topic to plan written work;*
- (4) Draft papers which contain more than one paragraph about a single topic and*

which:

- (I) Are appropriate for the audience;*
 - (II) Address the purpose;*
 - (III) Contain supporting details;*
 - (IV) Contain an introduction;*
 - (V) Contain transitions; and*
 - (VI) Contain a conclusion;*
- (5) Revise drafts:*
- (I) For organization;*
 - (II) To focus ideas;*
 - (III) For voice;*
 - (IV) For appropriateness for the audience;*

- (V) For purpose;*
- (VI) For relevant details;*
- (VII) For word choice; and*
- (VIII) For sentence fluency;*
- (6) Edit essays and compositions to ensure correct spelling of high-frequency words and content words;*
- (7) Edit for proper capitalization;*
- (8) Edit punctuation for the proper use of internal and external punctuation;*
- (9) Edit for the correct use of:*
 - (I) Nouns;*
 - (II) Verbs;*
 - (III) Pronouns;*
 - (IV) Adjectives;*
 - (V) Agreement between the subject and verb;*
 - (VI) Verb tenses;*
 - (VII) Adverbs;*
 - (VIII) Clauses;*
 - (IX) Phrases;*
 - (X) Agreement between a pronoun and its antecedent; and*
 - (XI) The pronoun case;*
- (10) Edit sentence structure:*
 - (I) For complete sentences;*
 - (II) To combine sentences, when combining is appropriate;*

(III) For compound sentences;

(IV) For complex sentences; and

(V) For compound-complex sentences;

(11) Edit sentences to eliminate:

(I) Sentence fragments; and

(II) Run-on sentences;

(12) Select a format in which to publish a final draft that is appropriate to the audience and purpose; and

(13) Prepare a legible final draft to display or share.

(b) Write a variety of texts that inform, persuade, describe, evaluate, *entertain* or tell a story and that are appropriate to the purpose and audience, as demonstrated by the pupil's ability to:

~~[(1) Write research papers by adequately developing theses, using appropriate sources and conforming to an identified manual of style;~~

~~—(2) Write subject-specific technical writings, including, without limitation, instructional manuals and field reports;~~

~~—(3) Summarize large amounts of information into concise prose;~~

~~—(4) Write narrative and reflective text that connects personal events to larger issues;~~

~~—(5) Write responses to literature that reflect an understanding of literary elements; and~~

~~—(6) Write persuasive essays that support, clarify and defend positions with relevant evidence.~~

~~—(b) Write with a clear focus and logical development, evaluating, revising and editing for organization, style, tone and choice of words, as demonstrated by the pupil's ability to:~~

- ~~—— (1) Generate ideas for writing by selecting appropriate prewriting strategies with attention to the audience and purpose;~~
- ~~—— (2) Organize ideas by selecting and applying structures appropriate to purpose, such as cause and effect and comparison and contrast;~~
- ~~—— (3) Write compositions that develop complex ideas in a clear, detailed and focused manner;~~
- ~~—— (4) Revise writing to improve the development of ideas, choice of words, organization and point of view by using rubrics and feedback from other persons; and~~
- ~~—— (5) Edit for use of standard English.~~
- ~~— (c) Write using standard English grammar, usage, punctuation, capitalization and spelling, as demonstrated by the pupil's ability to:~~
- ~~—— (1) Apply the rules of usage, grammar and capitalization;~~
- ~~—— (2) Use a variety of sentence structures, such as coordination and subordination, with attention to varying sentence length; and~~
- ~~—— (3) Apply the rules of punctuation and manipulate the rules if necessary for emphasis in writing.]~~

(1) Write essays and compositions which include:

- (I) A topic sentence;*
- (II) Supporting details;*
- (III) A thesis statement;*
- (IV) Transitions;*
- (V) A beginning, a middle and an end; and*
- (VI) A concluding statement;*

(2) Write essays and compositions that use various organizational structures and stylistic devices;

(3) Write papers which contain more than one paragraph about experiences and events appropriate to the purpose and the audience and which:

(I) Are arranged in a logical sequence;

(II) Include characters;

(III) Describe a setting;

(IV) Contain a plot;

(V) Contain dialogue;

(VI) Use figurative language; and

(VII) Use sensory details;

(4) Write:

(I) Poetry;

(II) A literary analysis;

(III) An analysis of an expository text which addresses the effectiveness of the writing technique;

(IV) A variety of communications in a format appropriate for the type of communication; and

(V) Persuasive essays and compositions appropriate to the audience and purpose;

(5) Write persuasive essays and compositions which include:

(I) A thesis statement;

(II) Supporting evidence;

(III) Relevant evidence;

(IV) A structure of cause and effect;

(V) Structures for addressing problems and solutions; and

(VI) Rhetorical strategies;

(6) Write directions to complete a task or a procedure with a focus on:

(I) Clarity;

(II) Format;

(III) Technical vocabulary; and

(IV) Text features;

(7) Write research papers by:

(I) Choosing and narrowing a research topic;

(II) Locating, collecting and analyzing information from primary and secondary sources;

(III) Recording information from sources used to prepare the research paper;

(IV) Paraphrasing and summarizing information;

(V) Organizing information collected by the pupil; and

(VI) Adhering to an established format to document and cite the sources from which information was obtained;

(8) Evaluate the credibility of resources; and

(9) Demonstrate an understanding of the differences between original works and plagiarized works.

3. For the ~~[areas]~~ *area* of listening ~~[and speaking:~~

~~—(a) Listen]~~, *listen* to and evaluate oral communications for content, style, the purpose of the speaker and appropriateness for the audience, as demonstrated by the pupil's ability to:

~~[(1) Summarize and evaluate oral communications according to the purpose of the speaker;~~

~~—(2) Create and apply criteria for evaluating the content and delivery of oral and multimedia presentations; and~~

~~—(3) Apply knowledge of the effects of language and dialect on the response of the audience.~~

~~—(b) Speak]~~

(a) Listen for a variety of purposes, including, without limitation:

(1) To gain information;

(2) Entertainment; and

(3) To understand directions;

(b) Listen for and identify:

(1) The main idea;

(2) The purpose;

(3) The message;

(4) The mood;

(5) The tone; and

(6) Techniques of persuasion;

(c) Listen for and summarize ideas and supporting details;

(d) Listen to and evaluate oral communications for:

(1) Content;

(2) Delivery;

(3) Point of view;

- (4) *Ideas;*
- (5) *Purpose; and*
- (6) *Value;*
- (e) *Listen for and evaluate the effect of the attitude of the speaker on the audience;*
- (f) *Listen for and distinguish fact from opinion;*
- (g) *Listen for and evaluate techniques for public speaking;*
- (h) *Listen to and evaluate the logic of the arguments of the speaker;*
- (i) *Expand vocabulary through listening;*
- (j) *Listen for and identify:*
 - (1) *Dialect;*
 - (2) *Slang; and*
 - (3) *The use of formal and informal language;*
- (k) *Listen for and distinguish between social and academic language;*
- (l) *Actively listen to oral communications;*
- (m) *Listen to and participate in conversations;*
- (n) *Listen to and evaluate constructive feedback;*
- (o) *Provide constructive feedback; and*
- (p) *Focus attention to solve problems by identifying, synthesizing and evaluating data.*

4. *For the area of speaking, speak* using organization, style, tone, voice and media aids that are appropriate to the audience and purpose ~~and~~ *and participate in discussions to offer information, clarify ideas and support positions,* as demonstrated by the pupil's ability to:

~~[(1) Make planned speeches, which may be enhanced by multimedia, and use language and techniques of public speaking that are appropriate to the audience and purpose; and~~

~~——(2) Deliver extemporaneous and impromptu presentations that address a particular topic and engage the audience.~~

~~——(c) Participate in discussions to offer information, clarify ideas and support a position, as demonstrated by the pupil's ability to:~~

~~——(1) Participate in conversations or group discussions by identifying, synthesizing and evaluating data to solve problems or propose possible options;~~

~~——(2) Attend to issues that facilitate group productivity, such as adhering to time limits for speakers and deadlines for decision making; and~~

~~——(3) Justify a position by using logic and refuting opposing points of view.~~

~~——4. For the area of research, formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions and present findings, as demonstrated by the pupil's ability to:~~

~~——(a) Formulate focused research questions and use appropriate research designs to gather information;~~

~~——(b) Evaluate the credibility and usefulness of possible sources of information;~~

~~——(c) Cite sources of information using a standard method of documentation; and~~

~~——(d) Organize and present findings in a multimedia format.]~~

(a) Give directions to complete tasks or procedures with a focus on clarity and technical vocabulary;

(b) Ask questions to clarify directions;

(c) Use precise language to describe and elicit:

(1) Feelings;

(2) Experiences;

- (3) Observations; and*
- (4) Ideas;*
- (d) Use standard English to communicate ideas;*
- (e) Use techniques for public speaking to deliver presentations which address the audience with appropriate:*
 - (1) Volume;*
 - (2) Eye contact;*
 - (3) Enunciation;*
 - (4) Posture;*
 - (5) Expression;*
 - (6) Purpose; and*
 - (7) Prosody;*
- (f) Communicate information:*
 - (1) While maintaining a clear focus;*
 - (2) In a logical sequence; and*
 - (3) By illustrating information using media aids;*
- (g) Communicate statements that express an opinion;*
- (h) Defend a position using logic and citing evidence which supports that position;*
- (i) Participate in conversations to solve problems by identifying, synthesizing and evaluating data;*
- (j) Respond to questions with evidence in support of an opinion;*
- (k) Ask relevant questions to generate possible solutions to a problem;*
- (l) Take a leadership role in conversations and discussions;*

(m) Distinguish between relevant and irrelevant information; and

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

NOTICE OF ADOPTION OF PROPOSED REGULATION
LCB File No. R102-07

The State Board of Education adopted regulations assigned LCB File No. R102-07 which pertain to chapter 389 of the Nevada Administrative Code.

INFORMATIONAL STATEMENT

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 200 individuals and educational organizations. A workshop was held on October 5, 2007. There was no public comment.

The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the amendments to NAC 389 – English Language Arts Standards was sent to approximately 200 individuals and educational organizations. The public hearing was conducted on November 30, 2007 to provide the opportunity for comments by affected parties and the public. There was public comment. The State Board of Education adopted the proposed amendments to the regulations as submitted.

2. The Number of Persons Who:

- a) Attended Each Hearing: First Workshop: 10; First Hearing: 22; Second Hearing: N/A
- b) Testified at Each Hearing: First Workshop: 0; First Hearing: 4; Second Hearing: N/A
- c) Submitted Written Statements: First Workshop: 0; First Hearing: 0; Second Hearing: N/A

A copy of any written comments may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, or by writing to the Nevada Department of Education, 700 East Fifth Street, Carson City, Nevada 89701-5096.

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

Comments were solicited through the workshop notice of September 13, 2007; and the public hearing notice of October 23, 2007. At the October 5, 2007 Workshop to Solicit Comments, there were no public comments to the proposed amendments to the regulation language. At the November 30, 2007 public hearing there were public comments to the proposed amendments to the regulation language.

Summary of Comments:

Workshop/Public Hearing Comments:

Workshop comments:

(a) There were no public comments during the workshop.

Public Hearing comments:

- (b) Sharon Kientz, Director of Nevada Right to Read Foundation and retired teacher, requested that the Board table the vote on the Standards, as she felt that the Standards need further review due to the phrase, “with teacher assistance” listed over 300 times within the document.
- (c) Virginia Abelt, teacher at Nate Mack Elementary in Clark County and ELA Standards Revision Team Member stated that learning to read by sight word recognition is just one of the many skills a reader will learn to use.
- (d) Sheila Ward expressed concern regarding systemic phonics vs. whole language and developing site in chronological order and requested that the Board table the vote on the ELA Standards.
- (e) Deena Holloway, Early Literacy Coordinator for Clark County School District, expressed concern regarding irregular vs. regulation site words. Clark County believes in phonics.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Doris Arnold, Executive Assistant, Nevada Department of Education, 775-687-9217, or by writing to the Nevada 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 Nevada State Board of Education adopted the proposed amendments to the regulation language at the public hearing held November 30, 2007. The reason for adopting the amendments to the regulation was to update the English Language Arts Standards following an extensive review by a Review Team and receiving approval from the Academic Standards Council and teacher support from across the State of Nevada. The adopted proposed amendments was also in response to Senate Bill 184, passed during the 2007 Legislative Session, which took effect on July 1, 2007 and changes were made to the approval process for revision academic standards within the State of Nevada to the State Board of Education.

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

There is no economic effect of the regulation changes on the business that the agency regulates and there are no known adverse effects.

School districts should anticipate a fiscal impact as they will be required to align current English Language Arts (ELA) curriculum, frameworks, and course syllabi. Future ELA textbooks purchases must be based on the revised ELA standards.

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 governmental 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 governmental agency regulations will be overlapped or duplicated by the above noted regulation. 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 for a new fee or increase an existing fee.