

**PROPOSED REGULATION OF
THE STATE BOARD OF EDUCATION**

LCB File No. R068-97

September 9, 1997

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

AUTHORITY: §§ 2-9, NRS 385.080.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 6, inclusive, of this regulation.

Sec. 2. *A course in English and language arts offered in a public kindergarten must include instruction designed to teach the pupil by the completion of kindergarten to:*

1. Read, comprehend, interpret and evaluate a variety of materials by:

(a) Making predictions and telling stories from pictures.

(b) Retelling what was read to him.

(c) Responding to a variety of texts by making personal connections.

(d) Knowing that reading is a way to gain information about the world.

(e) Recognizing that words have meanings.

2. Know and use a wide range of reading processes by:

(a) Understanding concepts of print, including, without limitation, directionality, return sweep and word by word matching.

(b) Developing phonetic awareness by hearing sounds in words.

(c) Understanding that written text conveys meaning.

(d) Using strategies to access prior knowledge and to set a purpose for reading.

(e) Knowing that readers think about what they are reading.

3. Read and analyze a broad range of contemporary and classic fiction, non-fiction and poetry by:

(a) Comprehending the basic plot of stories.

(b) Making inferences regarding what will happen next and how things could have turned out differently in the written work.

4. Read, locate, understand and apply relevant information from the media and reference and technological sources by recognizing that reading, listening and viewing and using technology are ways to gain information about the world.

5. Communicate with a variety of audiences by:

(a) Relating a narrative or other communication orally or by a drawing or writing.

(b) Writing or drawing communications, including, without limitation, directions and friendly letters.

(c) Communicating a personal response to literature orally or by a drawing or writing.

(d) Writing or drawing responses based on content, reading, personal observations or experiences.

6. Know and use skills and strategies of writing processes by:

(a) Recognizing that events from his life can be written about and the writing can be published.

(b) Recognizing the relationship between spoken and written language.

(c) Generating ideas for a narrative or other communication orally, by a drawing or through following literary models.

- (d) Beginning to create coherent text orally, by a drawing or using imitative texts.*
- (e) Sharing writings, drawings or oral accounts with others and listening to their responses.*

7. Write using standard English grammar, usage, sentence structure, punctuation, capitalization and spelling by:

- (a) Associating sounds with letters.*
- (b) Using art and text to convey meaning to others.*
- (c) Recognizing that English prose moves from left to right and from top to bottom.*
- (d) Recognizing that prose contains punctuation and upper and lower case letters.*
- (e) Holding a pencil or crayon correctly to write.*

8. Speak and listen effectively in public and formal settings by:

- (a) Following simple directions.*
- (b) Paying attention to public announcements.*
- (c) Describing objects and giving presentations about a personal experience, including, without limitation, show and tell.*

- (d) Listening to the use of language in different contexts.*

9. Speak and listen using techniques of effective communication by:

- (a) Speaking in conversations and group discussions.*
- (b) Listening and responding to stories, poems and non-fiction.*
- (c) Listening when other persons speak.*

Sec. 3. *A course in English and language arts offered in a public elementary school through the third grade must, in addition to the requirements set forth in section 2 of this regulation, include instruction designed to teach the pupil by the completion of the third grade to:*

1. *Read, comprehend, interpret and evaluate a variety of materials by:*
 - (a) *Identifying the main ideas in the materials.*
 - (b) *Making connections between ideas and information in the materials through prior experience and knowledge.*
 - (c) *Representing important information using pictures and graphics.*
 - (d) *Retelling ideas and information.*
 - (e) *Acquiring knowledge of frequently used words to build fluency.*
2. *Know and use a wide range of skills and strategies of the reading process by using:*
 - (a) *Strategies to understand unknown words, including, without limitation, phonetic and structural analysis.*
 - (b) *Knowledge of meaning, structure, and visual information to learn how to read.*
 - (c) *Pre-reading strategies to enhance comprehension, including, without limitation, accessing prior knowledge, making predictions, previewing and establishing purpose.*
 - (d) *Strategies to correct himself in order to gain meaning from text, including, without limitation, rereading the text and asking questions of himself.*
 - (e) *Comprehension skills, including, without limitation, recognizing main ideas, making inferences and identifying cause and effect to understand text.*
3. *Read and analyze a broad range of contemporary and classic fiction, non-fiction, drama and poetry by:*
 - (a) *Recognizing that stories have a beginning, middle and end.*
 - (b) *Recognizing differences among selections from stories, poetry, plays and non-fiction.*
 - (c) *Recognizing the simple elements of a story, including, without limitation, plot, setting and characters.*

(d) Making inferences and checking the text for verification.

(e) Recognizing the stylistic differences and similarities among different authors.

4. Read, locate, understand and apply relevant information from the media and reference and technological sources by:

(a) Locating, selecting and evaluating relevant materials on specific topics.

(b) Using a variety of sources for informational purposes.

(c) Organizing and retelling information.

(d) Communicating factual information from various sources for multiple purposes and audiences.

(e) Reading simple directions in order to perform procedures and complete tasks.

(f) Recognizing that all media contain messages.

5. Communicate with a variety of audiences by:

(a) Locating, acknowledging and using several sources to write an informational report.

(b) Writing a narrative or story about a personal experience with a beginning, middle and end.

(c) Writing a response to a text, personal observation or experience.

(d) Retelling a reading or oral selection in writing.

6. Know and use skills and strategies of the writing process by:

(a) Generating possible ideas for future writing by recalling the information, talking, drawing, hearing stories and discussing ideas in groups.

(b) Recognizing the relationship between sounds and symbols.

(c) Writing and illustrating organized stories or other compositions.

(d) Hearing voice in his writing and in the writing of others.

(e) Sharing his writing with other persons and listening to their responses.

(f) Recognizing that revision makes writing more powerful through adding details and presenting ideas in a new way.

(g) Editing his writing to remove errors in the use of standard English at his level.

(h) Identifying possible audiences and producing final drafts for each audience.

7. Write using standard English grammar, usage, sentence structure, punctuation, capitalization and spelling by:

(a) Using the correct spelling of frequently used words.

(b) Using the correct closing punctuation.

(c) Beginning to apply the basic rules of capitalization and internal punctuation.

(d) Attempting a variety of sentence structures, but writing simple sentences correctly.

8. Speak and listen effectively in public and formal settings by:

(a) Giving simple directions and following directions with multiple steps.

(b) Paying attention and responding to public and media presentations.

(c) Stating main ideas with some supporting details in a manner that is appropriate to the audience and purpose.

(d) Speaking to an audience for a variety of purposes, including, without limitation, reading his own writing, being interviewed, interviewing other persons, sharing knowledge and telling stories.

(e) Listening to and recognizing that the use of language varies.

Sec. 4. *A course in English and language arts offered in a public elementary school through the fifth grade must, in addition to the requirements set forth in section 3 of this regulation, include instruction designed to teach the pupil by the completion of the fifth grade to:*

1. Read, comprehend, interpret and evaluate a variety of materials by:

(a) Recognizing words that signal organization in text.

(b) Relating new information and ideas to prior experience and knowledge.

(c) Summarizing important ideas and information in texts.

(d) Supporting opinions about texts with evidence.

(e) Recognizing word families to expand vocabulary.

2. Know and use a wide range of skills and strategies of reading processes by:

(a) Using phonetic and structural analysis and syntactic knowledge to improve comprehension.

(b) Using strategies to comprehend texts, including, without limitation, verifying predictions, identifying main ideas, identifying fact and opinion and cause and effect, summarizing the text and drawing conclusions.

(c) Applying pre-reading strategies to enhance comprehension, including, without limitation, accessing background information.

(d) Knowing and using specific strategies to clarify confusing parts of a text, including, without limitation, rereading the text, asking himself questions and asking for help.

(e) Adjusting his speed of reading to suit the purpose and difficulty of the text.

(f) Recognizing the strategies that aid his comprehension.

3. Read and analyze a broad range of contemporary and classic fiction, non-fiction, drama and poetry by:

(a) Identifying the elements of a story, including, without limitation, character, setting and plot.

(b) Making inferences supported by the text regarding the motives of the characters and the consequences of their actions.

(c) Understanding simple dialogues and how they relate to the story.

(d) Describing differences among selections from stories, plays, poetry and non-fiction.

(e) Describing stylistic differences among authors.

4. Read, locate, understand and apply relevant information from the media and reference and technological sources by:

(a) Locating, extracting and evaluating information on a specific topic using primary and secondary sources.

(b) Using a variety of media and reference and technological sources.

(c) Organizing and summarizing important information from outside sources.

(d) Communicating factual information in a variety of ways.

(e) Reading and following directions with multiple steps in order to perform procedures and complete tasks.

(f) Identifying how the use of different media affects messages.

5. Communicate with a variety of audiences by writing:

(a) An informative paper that develops a clear topic with appropriate facts, details, examples and descriptions.

(b) Well-organized communications in an appropriate format and for a specific audience and purpose, including, without limitation, personal and business letters.

(c) Personal narratives with appropriate organization and detail.

(d) Stories, plays and poetry.

(e) A response to a literary selection that supports his ideas with examples.

(f) An accurate summary of a selection that has been read.

6. Know and use skills and strategies of the writing process by:

(a) Generating possible ideas for future writing through activities, including, without limitation, clustering, discussing ideas in groups and listening to and following models in stories.

(b) Organizing ideas through activities including, without limitation, outlining, webbing and mapping selected materials.

(c) Writing stories and compositions that show an awareness of an intended audience and purpose.

(d) Developing a personal voice in his writing.

(e) Seeking help from others to improve his writing.

(f) Revising text to clarify ideas and make the text more effective.

(g) Editing his writing to remove errors in the use of standard English at his level.

(h) Creating a final draft to share with a designated audience.

7. Write using standard English grammar, usage, sentence structure, punctuation, capitalization and spelling by:

(a) Using the correct spelling of frequently used words.

(b) Using the correct closing and internal punctuation.

(c) Applying the common rules of capitalization.

(d) Applying the rules of usage and grammar.

(e) Writing compound sentences correctly.

8. Speak and listen effectively in public and formal settings by:

(a) Giving directions with multiple steps.

- (b) Listening for and summarizing important ideas learned from a variety of media.*
 - (c) Preparing and delivering an oral report appropriate to the audience and purpose.*
 - (d) Recognizing the importance of public speaking techniques, including, without limitation, eye contact, the rate of speech, volume and gestures appropriate to the audience and purpose.*
 - (e) Speaking and following models for the use of language in different contexts.*
- 9. Speak and listen using techniques of effective communication by:*
- (a) Participating as a contributor and a leader in group discussions.*
 - (b) Sharing and incorporating the ideas of other persons and information to complete a group task.*
 - (c) Understanding and using strategies to complete a group task, including, without limitation, taking turns, listening, asking questions and focusing on the task.*
 - (d) Asking questions to clarify or extend ideas.*
 - (e) Answering questions to provide clarification.*

Sec. 5. *A course in English and language arts offered in a public elementary school through the eighth grade must, in addition to the requirements set forth in section 4 of this regulation, include instruction designed to teach the pupil by the completion of the eighth grade to:*

- 1. Read, comprehend, interpret and evaluate a variety of materials by:*
 - (a) Using knowledge of signal words and the structure of the text to aid comprehension.*
 - (b) Summarizing ideas and information in texts to reflect the author's opinion or purpose.*
 - (c) Locating, organizing, interpreting and synthesizing information in texts to skim for facts, answer specific questions, form opinions and evaluate the effectiveness of texts.*

(e) Enlarging his personal vocabulary to include multiple meanings and words with specific content.

2. Know and use a wide range of skills and strategies of the reading process by:

(a) Applying strategies to understand unknown words.

(b) Using a variety of skills to aid in comprehension, including, without limitation, verifying predictions, drawing conclusions, making inferences and locating essential information.

(c) Selecting pre-reading strategies to enhance comprehension, including, without limitation, accessing background knowledge, making predictions, previewing and establishing setting.

(d) Making connections between his life and the characters, events, motives and causes of conflicts in written text.

(e) Comparing and contrasting stylistic elements.

3. Read, locate, understand and apply relevant information from the media and reference and technological sources by:

(a) Researching a topic or issue using multiple primary and secondary sources, including, without limitation, printed materials, mass media and technology.

(b) Summarizing, organizing and synthesizing information.

(c) Communicating research to a variety of audiences for different purposes.

(d) Evaluating the effectiveness of different media.

4. Communicate with a variety of audiences by writing:

(a) A persuasive editorial or review that argues effectively and fully develops ideas.

(b) An informational paper that contains effective introductory and concluding statements and fully develops ideas with details, examples and descriptions.

(c) A summary that presents information clearly and accurately.

(d) A report that develops a topic with appropriate facts, details, examples and descriptions from a variety of resources.

(e) Communications for the workplace, including, without limitation, memos, charts, graphs, routine reports and summaries, in a concise and accurate manner.

(f) Narratives, stories, plays and poetry about personal experiences.

5. Know and use skills and strategies of the writing processes by:

(a) Generating possible ideas for future writing by using a variety of strategies, including, without limitation, interviewing other persons, discussing ideas in groups, drawing upon interaction with his peers and responding to literature, films, art and mass media.

(b) Organizing ideas in ways that reflect the writer's purpose and task.

(c) Incorporating ideas to draft a coherent and expressive piece of writing.

(d) Using voice to create a connection with an audience.

(e) Revising his writing using given criteria, including, without limitation, rubrics, and responses from other persons.

(f) Creating a final draft to share with a designated audience.

6. Write using standard English grammar, usage, sentence structure, punctuation, capitalization and spelling by:

(a) Demonstrating conventional spelling consistently.

(b) Punctuating with few significant errors.

(c) Using the rules of capitalization consistently.

(d) Applying rules of standard English grammar and usage consistently.

(e) Using varied sentence structures, including, without limitation, complex sentences.

7. Speak and listen effectively in public and formal settings by:

(a) Preparing and effectively delivering a speech or multi-media presentation appropriate to the audience and purpose.

(b) Delivering oral presentations of literary, dramatic or original works.

(c) Analyzing and evaluating the content of oral presentations.

(d) Demonstrating control of techniques of public speaking, including, without limitation, eye contact, volume, enunciation and gestures appropriate to the audience and purpose.

(e) Providing effective responses to oral presentations using given criteria.

(f) Demonstrating the use of language in different contexts.

8. Speak and listen using techniques of effective communication by:

(a) Participating as an active listener, discussion leader and facilitator in group discussions.

(b) Listening to and reflecting on what has been said to suggest alternatives and make group decisions.

(c) Participating as a member of a team, listening to and responding to contributions, building on communications from other members of the team and solving problems.

(d) Conveying information and constructive responses to other persons.

Sec. 6. *A course in English and language arts offered in a public high school through the twelfth grade must, in addition to the requirements set forth in section 5 of this regulation, include instruction designed to teach the pupil by the completion of the twelfth grade to:*

1. Read, comprehend, interpret and evaluate a variety of materials by:

(a) Providing written evaluations of the effectiveness of the persuasive techniques of an author, including, without limitation, editorials, reviews and critiques.

(b) Identifying the devices an author uses to persuade readers and critiquing the

effectiveness of those devices.

(c) Locating, organizing, interpreting and synthesizing information in texts to support ideas and positions.

(d) Supporting assertions with explicit evidence from texts.

(e) Analyzing the effects of the text on the attitudes, values and culture of the time and setting in which a text was written.

(f) Acquiring an extensive personal vocabulary, including, without limitation, specialized and technical words.

2. Know and use a wide range of skills and strategies of the reading processes by:

(a) Applying knowledge of the origins of words and syntax to comprehend text.

(b) Using a variety of skills and strategies to comprehend and interpret texts, including, without limitation, activating prior knowledge, drawing conclusions, making inferences and comparing and contrasting texts.

(c) Using specific strategies to improve his writing, including, without limitation, summarizing text, clarifying ambiguities, consulting another source and asking for help.

(d) Using organizational structures in informational texts.

(e) Recognizing how new information from a text changes his base of knowledge.

(f) Adjusting speed or reading to suit the purpose and difficulty of the text.

3. Read and analyze a broad range of contemporary and classic fiction, non-fiction, drama and poetry by:

(a) Analyzing and evaluating the effectiveness of elements of the plot, including, without limitation, the setting, major events, problems, conflicts and the resolution of conflicts.

(b) Analyzing and interpreting stylistic differences in texts.

(c) Analyzing and interpreting literary elements in a variety of genres and styles, including, without limitation, figurative language, conflict, theme, point of view and language conventions.

(d) Making thematic connections between literature and reality.

(e) Comparing and contrasting literature from different time periods, countries and cultures.

(f) Recognizing diverse opinions or points of view.

4. Read, locate, understand and apply relevant information from the media and reference and technological sources by:

(a) Evaluating technical and informational texts for purpose, clarity, accuracy, relevance, organizational pattern and utility.

(b) Summarizing, organizing and synthesizing information.

(c) Analyzing the effects of explicit and implicit messages in a variety of media.

5. Communicate with a variety of audiences by:

(a) Writing essays and critiques that contain introductory and summary statements that arrange the arguments logically and that fully develop the ideas presented.

(b) Writing a research document that develops a theme, contains comprehensive information from a variety of sources and conforms to a style manual.

(c) Analyzing in writing an author's use of literary elements, including, without limitation, character, setting, theme, plot, figurative language and point of view.

(d) Using technical writing to make requests, provide explanations, illustrate ideas and persuade other persons.

(e) Writing a narrative or story that develops complex characters, plot structure, point of view and setting.

(f) Distilling large amounts of information into clear, concise prose.

6. Know and use skills and strategies of the writing processes by:

(a) Generating ideas for future writing by selecting appropriate strategies with attention to audience, purpose and personal style.

(b) Organizing ideas to suit the purpose, task and audience.

(c) Incorporating ideas to create a coherent and expressive piece of writing.

(d) Manipulating voice to suit the audience and purpose.

(e) Evaluating, revising and editing an initial draft.

(f) Creating a final draft of a quality that may be published.

7. Write using standard English grammar, usage, sentence structure, punctuation, capitalization and spelling by:

(a) Refining his use of standard English grammar, usage and punctuation.

(b) Manipulating conventions for emphasis and stylistic effect.

(c) Using the correct spelling of newly acquired vocabulary.

(d) Using sophisticated sentence structure, including, without limitation, parallelism, inversion and subordination.

8. Speak and listen effectively in public and formal settings by:

(a) Organizing and participating in panel discussions and other group presentations.

(b) Demonstrating a fluent delivery with varied inflections, using effective eye contact and a rate of speaking, volume, enunciation and gestures that are appropriate to the audience and purpose.

(c) Evaluating the content and effectiveness of speeches and multi-media presentations.

(d) Choosing an effective style, tone and voice that are appropriate to the context.

9. *Speak and listen using techniques of effective communication by:*

(a) *Assuming varied roles in group discussions to encourage the exchange of information and an understanding of the ideas of other persons.*

(b) *Negotiating to arrive at a consensus by proposing and examining possible options.*

(c) *Communicating to justify a position logically and by taking divergent viewpoints into consideration.*

(d) *Conveying information to other persons in ways that help other persons to understand applicability and relevancy.*

(e) *Providing constructive responses.*

Sec. 7. NAC 389.343 is hereby amended to read as follows:

389.343 NAC [389.345 to 389.365, inclusive,] 389.355, 389.360, 389.365 and section 5 of *this regulation* apply to courses of study required in the seventh and eighth grades where the majority of subjects offered by the school for a particular grade are taught to a pupil by a single teacher.

Sec. 8. NAC 389.395 is hereby amended to read as follows:

389.395 The following courses of study are required for the seventh and eighth grades where the subjects offered by the school are taught by different teachers:

1. Mathematics, as described in NAC 389.400.

2. Science, which must include instruction in at least two of the following areas by the completion of the eighth grade:

(a) Life science, as described in NAC 389.405.

(b) Earth science, as described in NAC 389.410.

(c) Physical science, as described in NAC 389.415.

3. Social studies, which must include instruction in at least three of the following areas by completion of the eighth grade:

- (a) Civics, as described in NAC 389.420.
- (b) Economics, as described in NAC 389.425.
- (c) The history of Nevada, as described in NAC 389.430.
- (d) The history of the United States, as described in NAC 389.440.
- (e) The geography of the world, as described in NAC 389.435.

4. [Language,] *English and language arts*, which must include instruction as described in [NAC 389.345 and 389.350.] *section 5 of this regulation.*

Sec. 9. NAC 389.200, 389.205, 389.245, 389.250, 389.295, 389.300, 389.345, 389.350, 389.456, 389.458, 389.460, 389.462 and 389.463 are hereby repealed.

LEADLINES OF REPEALED SECTIONS

- 389.200** Reading.
- 389.205** Language.
- 389.245** Reading.
- 389.250** Language.
- 389.295** Reading.
- 389.300** Language.
- 389.345** Reading.
- 389.350** Language.

- 389.456 English in all grades.**
- 389.458 English in ninth grade.**
- 389.460 English in tenth grade.**
- 389.462 English in eleventh and twelfth grades.**
- 389.463 Business English.**