ADOPTED REGULATION OF THE

STATE BOARD OF EDUCATION

LCB File No. R019-11

§§1-19, 27 and 30 effective May 30, 2012
§28 effective June 30, 2012
§20 effective July 1, 2012
§29 effective June 30, 2013
§§21-26 effective July 1, 2013

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

AUTHORITY: §§1-30, NRS 385.110, 389.0185, 389.0187 and 389.520.

A REGULATION relating to education; adopting the Common Core Standards at certain grade levels for English language arts and mathematics; providing for the implementation of the Common Core Standards in prescribed school years; repealing certain existing standards in English language arts and mathematics; and providing other matters properly relating thereto.

Section 1. Chapter 389 of NAC is hereby amended by adding thereto the provisions set forth as sections 2 to 20, inclusive, of this regulation.

Sec. 2. ***1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for kindergarten are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for kindergarten may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.***

2. For the 2011-2012 school year and each school year thereafter, instruction in kindergarten in English language arts must be designed so that by the completion of kindergarten, pupils meet the standards adopted pursuant to subsection 1.

Sec. 3. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for kindergarten are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for kindergarten may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. For the 2011-2012 school year and each school year thereafter, instruction in kindergarten in mathematics must be designed so that by the completion of kindergarten, pupils meet the standards adopted pursuant to subsection 1.

Sec. 4. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the first grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the first grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the 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.

3. For the 2011-2012 school year and each school year thereafter, instruction in the first grade in English language arts must be designed so that by the completion of the first grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 5. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the first grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the first grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the first grade, pupils must know and be able to do everything required in kindergarten for mathematics offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the first grade in mathematics must be designed so that by the completion of the first grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 6. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the second grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the second grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the second grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the second grade in English language arts must be designed so that by the completion of the second grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 7. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the second grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the second grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the second grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the second grade in mathematics must be designed so that by the completion of the second grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 8. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the third grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the third grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the third grade, pupils must know and be able to do everything required in the previous grades for English language arts.

3. For the 2011-2012 school year and each school year thereafter, instruction in the third grade in English language arts must be designed so that by the completion of the third grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 9. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the third grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the third grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the third grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the third grade in mathematics must be designed so that by the completion of the third grade pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards in mathematics prescribed by NAC 389.251.

➥ *The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).*

4. For the 2013-2014 school year and each school year thereafter, instruction in the third grade in mathematics must be designed so that by the completion of the third grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 10. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the fourth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the fourth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the fourth grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the fourth grade in English language arts must be designed so that by the completion of the fourth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 11. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the fourth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for*

the fourth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the fourth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the fourth grade in mathematics must be designed so that by the completion of the fourth grade, pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards in mathematics prescribed by NAC 389.2934.

➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).

4. For the 2013-2014 school year and each school year thereafter, instruction in the fourth grade in mathematics must be designed so that by the completion of the fourth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 12. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the fifth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the fifth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the fifth grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the fifth grade in English language arts must be designed so that by the completion of the fifth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 13. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the fifth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the fifth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the fifth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the fifth grade in mathematics must be designed so that by the completion of the fifth grade, pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards for mathematics prescribed by NAC 389.2943.

➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).

4. For the 2013-2014 school year and each school year thereafter, instruction in the fifth grade in mathematics must be designed so that by the completion of the fifth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 14. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the sixth grade are hereby adopted by reference*

as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the sixth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the sixth grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the sixth grade in English language arts must be designed so that by the completion of the sixth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 15. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the sixth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for the sixth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the sixth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the sixth grade in mathematics must be designed so that by the completion of the sixth grade, pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards for mathematics prescribed by NAC 389.301.

➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).

4. For the 2013-2014 school year and each school year thereafter, instruction in the sixth grade in mathematics must be designed so that by the completion of the sixth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 16. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the seventh grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the seventh grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the seventh grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the seventh grade in English language arts must be designed so that by the completion of the seventh grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 17. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the seventh grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for the seventh grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the seventh grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the seventh grade in mathematics must be designed so that by the completion of the seventh grade, pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards for mathematics prescribed by NAC 389.323.

➥ *The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).*

4. For the 2013-2014 school year and each school year thereafter, instruction in the seventh grade in mathematics must be designed so that by the completion of the seventh grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 18. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for the eighth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts for the eighth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of the eighth grade, pupils must know and be able to do everything required in the previous grades for English language arts offered in public schools.

3. For the 2011-2012 school year and each school year thereafter, instruction in the eighth grade in English language arts must be designed so that by the completion of the eighth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 19. *1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the eighth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for*

the eighth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the eighth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. For the 2011-2012 and 2012-2013 school years, instruction in the eighth grade in mathematics must be designed so that by the completion of the eighth grade, pupils meet:

(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and

(b) The performance standards for mathematics prescribed by NAC 389.406.

➥ *The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).*

4. For the 2013-2014 school year and each school year thereafter, instruction in the eighth grade in mathematics must be designed so that by the completion of the eighth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 20. *1. The Common Core Standards for English language arts developed by the Common Core State Standards Initiative for high school are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for English language arts may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.*

2. By the beginning of high school, pupils must know and be able to do everything required in the previous grades for English language arts.

3. For the 2012-2013 school year and each school year thereafter, instruction in high school in English language arts must be designed so that by the completion of high school, pupils meet the standards adopted pursuant to subsection 1.

Sec. 21. Section 9 of this regulation is hereby amended to read as follows:

Sec. 9. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the third grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the third grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the third grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the third grade in mathematics must be designed so that by the completion of the third grade pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which have been selected by the Department for implementation in those school years; and~~

~~(b) The performance standards in mathematics prescribed by NAC 389.251.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the third grade in mathematics must be designed so that by the completion of the third grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 22. Section 11 of this regulation is hereby amended to read as follows:

Sec. 11. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the fourth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards for mathematics for the fourth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the fourth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the fourth grade in mathematics must be designed so that by the completion of the fourth grade, pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and~~

~~(b) The performance standards in mathematics prescribed by NAC 389.2934.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the fourth grade in mathematics must be designed so that by the completion of the fourth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 23. Section 13 of this regulation is hereby amended to read as follows:

Sec. 13. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the fifth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core

Standards for mathematics for the fifth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the fifth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the fifth grade in mathematics must be designed so that by the completion of the fifth grade, pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and~~

~~(b) The performance standards for mathematics prescribed by NAC 389.2943.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the fifth grade in mathematics must be designed so that by the completion of the fifth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 24. Section 15 of this regulation is hereby amended to read as follows:

Sec. 15. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the sixth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for the sixth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the sixth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the sixth grade in mathematics must be designed so that by the completion of the sixth grade, pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and~~

~~(b) The performance standards for mathematics prescribed by NAC 389.301.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the sixth grade in mathematics must be designed so that by the completion of the sixth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 25. Section 17 of this regulation is hereby amended to read as follows:

Sec. 17. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the seventh grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for the seventh grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the seventh grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the seventh grade in mathematics must be designed so that by the completion of the seventh grade, pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and~~

~~(b) The performance standards for mathematics prescribed by NAC 389.323.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the seventh grade in mathematics must be designed so that by the completion of the seventh grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 26. Section 19 is hereby amended to read as follows:

Sec. 19. 1. The Common Core Standards for mathematics developed by the Common Core State Standards Initiative for the eighth grade are hereby adopted by reference as those standards existed on June 2, 2010. A copy of the Common Core Standards in mathematics for the eighth grade may be obtained at no cost from the Common Core State Standards Initiative on the Internet at http://www.corestandards.org.

2. By the beginning of the eighth grade, pupils must know and be able to do everything required in the previous grades for mathematics offered in public schools.

3. ~~[For the 2011-2012 and 2012-2013 school years, instruction in the eighth grade in mathematics must be designed so that by the completion of the eighth grade, pupils meet:~~

~~(a) Those standards adopted pursuant to subsection 1 which the Department has selected for implementation in those school years; and~~

~~(b) The performance standards for mathematics prescribed by NAC 389.406.~~

~~➥ The Department shall post on its Internet website the Common Core Standards for mathematics which the Department has selected for implementation pursuant to paragraph (a).~~

~~4.]~~ For the 2013-2014 school year and each school year thereafter, instruction in the eighths grade in mathematics must be designed so that by the completion of the eighth grade, pupils meet the standards adopted pursuant to subsection 1.

Sec. 27. NAC 389.231, 389.236, 389.2417, 389.2419, 389.243, 389.2435, 389.246, 389.293, 389.2941, 389.298, 389.321 and 389.401 are hereby repealed.

Sec. 28. NAC 389.461 is hereby repealed.

Sec. 29. NAC 389.251, 389.2934, 389.2943, 389.301, 389.323 and 389.406 are hereby repealed.

Sec. 30. 1. This section and sections 1 to 19, inclusive, and 27 of this regulation become effective on May 30, 2012.

2. Section 28 of this regulation becomes effective on June 30, 2012.

3. Section 20 of this regulation becomes effective on July 1, 2012.

4. Section 29 of this regulation becomes effective on June 30, 2013.

5. Sections 21 to 26, inclusive, of this regulation become effective on July 1, 2013.

TEXT OF REPEALED SECTIONS

389.231 Kindergarten: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) 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) 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 uppercase and lowercase 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:

(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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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) With assistance, draw or write to communicate;

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

(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, 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 and participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.236 Kindergarten: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520)

Instruction in kindergarten in mathematics must be designed so that pupils meet the following performance standards by the completion of kindergarten:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Count to 20 by demonstrating one-to-one correspondence using objects;

(b) Recognize, read and write numbers from 0 through 10;

(c) Identify the ordinal positions from first through third;

(d) Match the number of objects in a set to the correct numeral 0 through 10;

(e) Recognize relationships of more than, less than and equal to; and

(f) Use concrete objects to model simple addition and subtraction.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Identify and create sets of objects containing unequal amounts, and describe them as greater than or less than; and

(b) Identify attributes used to sort objects.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Compare, order and describe objects by size;

(b) Identify and sort pennies, nickels and dimes; and

(c) Recite, in order, the days of the week.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Identify two-dimensional shapes such as circles, triangles and rectangles, including squares, regardless of orientation;

(b) Demonstrate an understanding of position words to place objects, including, without limitation, before and after, far and near, and over and under;

(c) Identify two-dimensional figures as they appear in the environment, such as windows are shaped like rectangles;

(d) Identify three-dimensional figures as they appear in the environment;

(e) Sort and classify objects by color and shape; and

(f) Put events in a logical sequence.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Collect, organize and record data using objects and pictures; and

(b) Represent data in a variety of ways in response to questions posed by teachers.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Apply previous experience and knowledge to new problem-solving situations;

(b) Explain and verify results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful; and

(d) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use inquiry techniques to solve mathematical problems;

(b) Represent and communicate mathematical ideas using physical materials, models, pictures or writing;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend the pupil's ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Discuss the steps used to solve a mathematical problem; and

(c) Justify and explain the solutions to problems using physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(b) Identify mathematics used in everyday life.

389.2417 First grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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 to develop vocabulary, as demonstrated by the pupil's ability to:

(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) 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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) 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 area of listening, 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:

(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:

(1) Dialect; and

(2) 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:

(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.

389.2419 First grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the first grade, pupils must know and be able to do everything required in kindergarten for mathematics offered in public schools. Instruction in the first grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the first grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil

must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Identify and model basic addition facts, sums through 10, and the corresponding subtraction facts;

(b) Model the meaning of addition and subtraction in a variety of ways, including, without limitation, the comparison of sets using objects, pictorial representations and symbols;

(c) Use the patterns in numbers and models to count by 2s, 5s and 10s to 100;

(d) Read, write, order and compare numbers from 0 through 100;

(e) Estimate the number of objects in a set through 10 and verify by counting;

(f) Read and write numbers as words through 10;

(g) Identify the ordinal positions from 1st through 10th;

(h) Write, model, read and identify place value positions of 1s and 10s;

(i) Identify the value of a given digit in the 1s and 10s place;

(j) Identify and model a whole;

(k) Identify and model 1/2 as two equal parts of a whole or a set of objects;

(l) Create, compare and describe sets of objects and numbers from 0 through 100 as greater than, less than or equal to;

(m) Demonstrate the joining and separating of sets with 20 or fewer objects; and

(n) Describe addition, subtraction and equality by using mathematical vocabulary and symbols.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various

algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Recognize, describe, extend and create simple repeating patterns using symbols, objects and manipulatives;

(b) Recognize that the unknown variable in an addition or a subtraction equation represents a missing value that will make the statement true; and

(c) Create, compare and describe sets of objects as greater than, less than or equal to.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Compare, describe, represent and order objects by length and weight;

(b) Compare and measure length and weight, using nonstandard units of measurement;

(c) Determine the value of any set of pennies, nickels and dimes;

(d) Recite the months of the year in order;

(e) Use a calendar to identify the days, weeks, months and year; and

(f) Read time to the nearest hour.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Name, sort and sketch two-dimensional shapes such as circles, triangles and rectangles, including squares, regardless of orientation;

(b) Demonstrate an understanding of position words, including, without limitation, up and down, left and right, top and bottom, and between and middle, by describing the relative location of objects;

(c) Identify and replicate two-dimensional designs that contain a line of symmetry;

(d) Identify and name three-dimensional figures as they appear in the environment;

(e) Sort and classify objects by size or thickness; and

(f) Identify what comes next in a step-by-step story or event sequence.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Collect, organize and record data in response to questions posed by a teacher and other pupils; and

(b) Use tally marks to represent data.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Apply previous experience and knowledge to new problem-solving situations;

(b) Explain and verify results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful; and

(d) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use physical materials, models, pictures or writing to represent and communicate mathematical ideas;

(b) Use inquiry techniques to solve mathematical problems;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine

relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Discuss the steps used to solve a mathematical problem; and

(c) Justify and explain the solutions to problems using physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(b) Identify mathematics used in everyday life.

389.243 Second grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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) 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) With assistance, use 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) 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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 area of listening, 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:

(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 and participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.2435 Second grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the second grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the second grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the second grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Identify and model basic addition facts for sums through 18 and the corresponding subtraction facts;

(b) Immediately recall from memory basic addition facts for sums through 18 and the corresponding subtraction facts;

(c) Add and subtract one-digit and two-digit numbers without regrouping;

(d) Generate and solve one-step addition and subtraction problems based on practical situations;

(e) Use the patterns in numbers to skip count;

(f) Estimate the number of objects in a set through 20 and verify by counting;

(g) Read and write numbers as words through 20;

(h) Identify and model the unit fractions 1/2 and 1/4 as equal parts of a whole or set of objects;

(i) Identify, use and model place value positions of 1s, 10s and 100s;

(j) Identify the value of a given digit in the 1s, 10s and 100s place;

(k) Identify equal parts of a whole;

(l) Read, write, compare and order numbers from 0 through 999;

(m) Identify the 1st through 20th ordinal positions;

(n) Create, compare and describe sets of objects and numbers from 1 through 100 as greater than, less than or equal to;

(o) Model addition and subtraction in a variety of ways using pictorial representations and symbols to illustrate subtraction of sets, comparison of sets and missing addends; and

(p) Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction and equality.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Recognize, describe, extend, create and use repeating and increasing patterns, symbols, objects and manipulatives to solve problems;

(b) Use patterns and their extensions to solve problems;

(c) Model, explain and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction;

(d) Complete number sentences using the words plus, minus, greater than, less than or equal to, as appropriate, or using the corresponding symbol; and

(e) Represent mathematical situations using numbers, symbols and words.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Compare and order objects by various measurable attributes, including, without limitation, time, temperature, length, weight, capacity and area, and describe and define those various attributes;

(b) Compare objects to standard whole units to ascertain objects that are greater than, less than or equal to a given unit;

(c) Determine the value of any given set of coins;

(d) Read the time of day to the nearest half hour and quarter hour;

(e) Recognize equivalent combinations of coins;

(f) Use decimals to show amounts of money;

(g) Use elapsed time in 1-hour increments, beginning on the hour, to determine the start time, end time and elapsed time; and

(h) Recognize that there are 12 months in 1 year, 7 days in 1 week and 24 hours in 1 day.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Describe, sketch and compare two-dimensional shapes without regard to orientation;

(b) Identify shapes that are congruent and similar, including, without limitation, circles, triangles, rectangles and squares;

(c) Identify symmetry in figures as they appear in the environment;

(d) Identify, name, sort and describe two-dimensional and three-dimensional geometric figures and objects, including, without limitation, a circle, sphere, square and cube; and

(e) Sort and classify objects by two or more attributes.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Collect, record and classify data in response to questions posed by a teacher and other pupils;

(b) Use tables, pictographs and bar graphs to represent data; and

(c) Use informal concepts of probability, including, without limitation, certain and impossible probability, to make predictions about future events.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Apply previous experience and knowledge to new problem-solving situations;

(b) Explain and verify results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful; and

(d) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use inquiry techniques to solve mathematical problems;

(b) Represent and communicate mathematical ideas using physical materials, models, pictures or writing;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine

relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Discuss the steps used to solve a mathematical problem; and

(c) Justify and explain the solutions to problems using physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(b) Identify mathematics used in everyday life.

389.246 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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) 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) Use 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) 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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) 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) 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 area of listening, 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:

(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 and participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.251 Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the third grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the third grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the third grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Immediately recall and use addition and subtraction facts;

(b) Immediately recall multiplication facts for products through 81;

(c) Add and subtract two-digit and three-digit numbers with and without regrouping;

(d) Generate and solve two-step addition and subtraction problems based on practical situations;

(e) Generate and solve one-step multiplication problems based on practical situations;

(f) Add and subtract decimals using money as a model;

(g) Read, write, compare and order numbers from 0 through 9,999;

(h) Read and write numbers as words through 100;

(i) Use, model and identify the place value positions of 1s, 10s, 100s and 1,000s;

(j) Identify the value of a given digit in the 1s, 10s, 100s and 1,000s place;

(k) Identify and model the unit fractions 1/2, 1/3, 1/4, 1/6 and 1/8 as equal parts of a whole or set of objects;

(l) Read and write unit fractions with numbers and with words that represent numbers;

(m) Model and explain multiplication and division as skip-counting patterns;

(n) Model and explain multiplication and division as repeated addition or subtraction;

(o) Estimate the number of objects in a set using a variety of techniques;

(p) Model addition, subtraction, multiplication and division in a variety of ways; and

(q) Use mathematical vocabulary and symbols to describe multiplication and division.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Recognize, describe and create patterns by using objects and numbers found in tables, number charts and charts;

(b) Record results of patterns created by using manipulatives, pictures and numeric representations and describe how they are extended;

(c) Model, explain and solve open number sentences involving addition, subtraction and multiplication facts;

(d) Use variables and open sentences to express relationships; and

(e) Complete number sentences using the words plus, minus, greater than, less than or equal to, as appropriate, or using the corresponding symbol.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and

techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Compare, order and describe objects by using various measurable attributes for area, volume and capacity;

(b) Select and use appropriate units of measure;

(c) Measure to a required degree of accuracy to the nearest 1/2 unit;

(d) Determine possible combinations of coins and bills to equal given amounts;

(e) Read, write and use money notations;

(f) Recognize equivalent relationships between and among bills and coins;

(g) Tell the time of day to the nearest minute by using analog and digital clocks;

(h) Determine start, end and elapsed time by using elapsed time in half-hour increments, beginning on the hour or half-hour; and

(i) Recognize that there are 60 minutes in 1 hour.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Describe, sketch, compare and contrast plane geometric figures;

(b) Demonstrate and describe the transformational motions of a geometric figure, including, without limitation, a translation or slide, a rotation or turn, and a reflection or flip;

(c) Sketch, model, build, compare and contrast two-dimensional and three-dimensional geometric figures and objects;

(d) Create two-dimensional designs that contain a line of symmetry;

(e) Identify, draw and describe horizontal, vertical and oblique lines; and

(f) Use the quantifiers all, some and none to describe the characteristics of a set.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Use informal concepts of probability such as impossible, unlikely, likely and certain to make predictions about future events;

(b) Pose questions that can be used to guide data collection, organization and representation; and

(c) Use graphical representations, including, without limitation, number lines, frequency tables and pictographs, to represent data.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize and apply previous experiences and strategies to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use inquiry techniques to solve mathematical problems;

(b) Use a variety of methods to represent and communicate mathematical ideas through oral, verbal and written formats;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to

reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Follow a logical argument and judge the validity of the argument;

(c) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(d) Justify and explain the solutions to problems using manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use physical models to explain the relationship between concepts and procedures;

(c) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(d) Identify, explain and use mathematics in everyday life.

389.293 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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 to develop vocabulary, as demonstrated by the pupil's ability to:

(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 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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 area of listening, 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:

(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 participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.2934 Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fourth grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the fourth grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the fourth grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Immediately recall and use multiplication and corresponding division facts through products of 144;

(b) Generate and solve addition, subtraction, multiplication and division problems using whole numbers in practical situations;

(c) Multiply and divide multidigit numbers by one-digit numbers with regrouping, including, without limitation, monetary amounts as decimals;

(d) Read, write, order and compare whole numbers;

(e) Use estimation to determine the reasonableness of an answer in mathematical and practical situations;

(f) Use and identify place value positions of whole numbers to 1,000,000;

(g) Identify and compare fractions with like denominators using numbers, models and drawings;

(h) Read and write numbers as words;

(i) Count by multiples of a given number;

(j) Explain relationships between skip counting, repeated addition and multiples; and

(k) Add and subtract multidigit numbers.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Identify, describe and represent patterns and relationships in the number system, including, without limitation, arithmetic and geometric sequences;

(b) Model, explain and solve open number sentences involving addition, subtraction, multiplication and division;

(c) Select the solution to an equation from a given set of numbers; and

(d) Complete number sentences using the words plus, minus, multiplied by, divided by, greater than, less than and equal to, as appropriate, or using the corresponding symbol.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Define and determine the perimeter of polygons and the area of rectangles, including squares;

(b) Determine totals for monetary amounts in practical situations;

(c) Estimate and convert units of measure for length, area and weight within the same measurement system, including customary and metric;

(d) Estimate temperature in practical situations;

(e) Measure length, area, temperature and weight to a required degree of accuracy using the customary and metric systems;

(f) Use money notation to add and subtract given monetary amounts;

(g) Describe time using “a.m.” and “p.m.” designations appropriately;

(h) Determine start, end and elapsed time using elapsed time in quarter-hour increments, beginning on the quarter hour; and

(i) Recognize the number of weeks in a year, days in a year and days in a month.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Identify, draw, and classify angles, including, without limitation, straight, right, obtuse or acute angles;

(b) Identify, describe and classify two-dimensional and three-dimensional figures by relevant properties including the number of vertices, edges and faces using models;

(c) Identify, label, describe and draw points, line segments, rays and angles;

(d) Identify shapes that are congruent, similar or symmetrical, or any combination thereof, using a variety of methods, including, without limitation, transformational motions;

(e) Identify coordinates for a given point in the first quadrant;

(f) Locate points of given coordinates on a grid in the first quadrant; and

(g) Use the connectors “and,” “or” and “not” to describe the members of a set.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Conduct simple probability experiments using concrete materials;

(b) Pose questions that can be used to guide the collection of categorical and numerical data;

(c) Organize and represent data using a variety of graphical representations, including, without limitation, frequency tables and line plots;

(d) Model and compute range;

(e) Model the measures of central tendency for mode and median;

(f) Interpret data and make predictions using frequency tables and line plots; and

(g) Represent the results of simple probability experiments as fractions to make predictions about future events.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems and

integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize and apply previous experiences and strategies to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use inquiry techniques to solve mathematical problems;

(b) Use a variety of methods to represent and communicate mathematical ideas through oral, verbal and written formats;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Follow a logical argument and judge the validity of the argument;

(c) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(d) Justify and explain the solutions to problems using manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use physical models to explain the relationship between concepts and procedures;

(c) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(d) Identify, explain and use mathematics in everyday life.

389.2941 Fifth grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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) 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) Use 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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 area of listening, 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:

(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:

(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.

389.2943 Fifth grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the fifth grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the fifth grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the fifth grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Generate and solve addition, subtraction, multiplication and division problems using whole numbers and decimals in practical situations;

(b) Identify and use place value positions of whole numbers and decimals to the hundredths;

(c) Add and subtract fractions with like denominators using models, drawings and numbers;

(d) Compare fractions with unlike denominators by using models and drawings and by finding common denominators;

(e) Identify, model and compare improper fractions and mixed numbers;

(f) Read, write, compare and order integers in mathematical and practical situations;

(g) Use multiples of 10 to expand knowledge of basic multiplication and division facts;

(h) Estimate to determine the reasonableness of an answer in mathematical and practical situations involving decimals;

(i) Add and subtract decimals;

(j) Multiply and divide decimals by whole numbers in problems that represent practical situations; and

(k) Use order of operations to evaluate expressions with whole numbers.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Identify, describe and represent patterns and relationships in the number system, including, without limitation, triangular numbers and perfect squares;

(b) Find possible solutions to an inequality involving a variable using whole numbers as a replacement set;

(c) Solve equations with whole numbers using a variety of methods, including, without limitation, inverse operations, mental math and guess and check; and

(d) Complete number sentences using the words greater than or equal to, less than or equal to and not equal to, as appropriate, and using the corresponding symbol.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Estimate and convert units of measure for weight, volume and capacity within the same measurement system, including customary and metric;

(b) Measure volume and weight to a required degree of accuracy in the customary and metric systems;

(c) Describe the difference between perimeter and area, including, without limitation, the difference in units of measure;

(d) Determine total, differences and change due for monetary amounts in practical situations; and

(e) Determine equivalent periods of time, including, without limitation, relationships between and among seconds, minutes, hours, days, months and years.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Draw, identify, describe and classify triangles and quadrilaterals based on their properties;

(b) Identify and draw circles and parts of circles and describe the relationships between the various parts;

(c) Represent concepts of congruency, similarity or symmetry using a variety of methods, including, without limitation, transformational motions and dilation;

(d) Graph coordinates representing geometric shapes in the first quadrant;

(e) Predict and describe the effects of combining, dividing and changing shapes into other shapes;

(f) Identify, draw, label and describe planes, parallel lines, intersecting lines and perpendicular lines;

(g) Describe the characteristics of right, acute, obtuse, scalene, equilateral and isosceles triangles; and

(h) Represent relationships using Venn diagrams.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Model and compute measures of central tendency for mean, median and mode;

(b) Pose questions that can be used to guide the collection of categorical and numerical data;

(c) Organize and represent data using a variety of graphical representations, including, without limitation, stem and leaf plots and histograms;

(d) Compute range;

(e) Interpret data and make predictions using stem and leaf plots and histograms;

(f) Represent and solve problems involving combinations using a variety of methods;

(g) Conduct simple probability experiments using concrete materials;

(h) Represent the results of simple probability experiments as decimals to make predictions about future events; and

(i) Select an appropriate type of graph to accurately represent the data and justify the selection.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize and apply previous experiences and strategies to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Try more than one strategy to solve a problem when the first strategy proves unsuccessful;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Use technology, including, without limitation, a calculator, to develop mathematical concepts.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in

everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use inquiry techniques to solve mathematical problems;

(b) Use a variety of methods to represent and communicate mathematical ideas through oral, verbal and written formats;

(c) Identify and translate key words and phrases that imply mathematical operations; and

(d) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Draw logical conclusions about mathematical problems;

(b) Follow a logical argument and judge the validity of the argument;

(c) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(d) Justify and explain the solutions to problems using manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use physical models to explain the relationship between concepts and procedures;

(c) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(d) Identify, explain and use mathematics in everyday life.

389.298 Sixth grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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) 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 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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 area of listening, 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:

(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 and participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.301 Sixth grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the sixth grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the sixth grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the sixth grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Compare, read, write and order groups of fractions, groups of percents and groups of decimals;

(b) Estimate using decimals, fractions and percents;

(c) Add and subtract fractions with unlike denominators;

(d) Identify and use place value positions to the thousandths;

(e) Multiply and divide with fractions using models, drawings and numbers;

(f) Use models to translate among fractions, decimals and percents;

(g) Identify equivalent expressions between and among fractions, decimals and percents;

(h) Use estimation strategies in mathematical and practical situations;

(i) Calculate using fractions, decimals and percents in mathematical and practical situations;

(j) Use order of operations to evaluate expressions with integers; and

(k) Use the concepts of number theory, including, without limitation, prime and composite numbers, factors, multiples and rules of divisibility, to solve problems.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Use and create tables and charts to extend a pattern to describe a rule for input and output tables and to find missing terms in a sequence;

(b) Evaluate formulas and algebraic expressions using whole number values;

(c) Solve and graphically represent equations and simple inequalities in one variable;

(d) Write simple expressions and equations using variables to represent mathematical situations; and

(e) When given a rule relating two variables, create a table and represent the ordered pairs on a coordinate plane.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Explain how the size of the unit of measure used affects the precision;

(b) Given two measurements of the same object, select the one that is more precise;

(c) Estimate and compare, using customary and metric systems, the corresponding units of measure for temperature, length, weight and mass;

(d) Select, model and apply formulas to find the perimeter, circumference and area of plane figures;

(e) Compare and use unit cost in practical situations;

(f) Write and apply ratios in mathematical and practical problems involving measurement and monetary conversions; and

(g) Use equivalent periods of time to solve practical problems.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Measure angles using a protractor;

(b) Determine actual measurements represented on scale drawings;

(c) Using a coordinate plane, identify and locate points;

(d) Graph coordinates representing geometric shapes in all four quadrants on a coordinate plane;

(e) Make a model of a three-dimensional prism from a two-dimensional drawing;

(f) Make a two-dimensional drawing of a three-dimensional prism;

(g) Model slope, including, without limitation, pitch and angle of inclination, using concrete objects and practical examples;

(h) Draw, identify and find measures of complementary and supplementary angles using arithmetic and geometric methods;

(i) Determine the measures of missing angles of triangles based on the Triangle Sum Theorem;

(j) Construct circles, angles and triangles based on given measurements using a variety of methods and tools, including, without limitation, a compass, straight edge, paper folding and technology;

(k) Identify, classify, compare and draw regular and irregular quadrilaterals;

(l) Identify, draw and use central angles to represent fractions of a circle;

(m) Convert actual measurements to scale; and

(n) Identify counterexamples to disprove a conditional statement.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Interpret data and make predictions using circle graphs and scatter plots;

(b) Find experimental probability using concrete materials;

(c) Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams;

(d) Analyze the effect a change of type of graph will have on the interpretation of a set of data;

(e) Analyze various representations of a set of data to draw conclusions and make predictions;

(f) Pose questions that guide the collection of data;

(g) Organize and represent data using a variety of graphical representations, including, without limitation, circle graphs and scatter plots;

(h) Select and apply the measures of central tendency to describe data;

(i) Represent the results of simple probability experiments as fractions, decimals, percents and ratios to make predictions about future events; and

(j) Describe the limitations of a variety of graphical representations.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize solutions and apply previous knowledge to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Apply problem-solving strategies until a solution is found or it is clear that no solution exists;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Apply technology as a tool in problem-solving situations.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in

everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use formulas, algorithms, inquiry and other techniques to solve mathematical problems;

(b) Evaluate written and oral presentations in mathematics;

(c) Identify and translate key words and phrases that imply mathematical operations;

(d) Model and explain mathematical relationships using oral, written, graphic and algebraic methods; and

(e) Communicate strategies and solutions to mathematical problems by using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Recognize and apply inductive and deductive reasoning;

(b) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(c) Justify answers and the steps taken to solve problems with and without manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use manipulatives and physical models to explain the relationships between concepts and procedures;

(c) Use the connections among mathematical topics to develop multiple approaches to problems;

(d) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(e) Identify, explain and apply mathematics in everyday life.

389.321 Seventh grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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 to develop vocabulary, as demonstrated by the pupil's ability to:

(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 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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, experiences 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 area of listening, 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:

(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 participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

389.323 Seventh grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the seventh grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the seventh grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the seventh grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must accurately calculate and use estimation techniques, number relationships, operation rules

and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Translate among fractions, decimals and percents, including, without limitation, fractional percents;

(b) Identify and use place value in mathematical and practical situations;

(c) Write, identify and use powers of 10 from 10-3 through 106;

(d) Compare and order a combination of rational numbers, including, without limitation, fractions, decimals, percents and integers, in mathematical and practical situations;

(e) Identify absolute values of integers;

(f) Generate a reasonable estimate for a computation using a variety of methods;

(g) Select and round to the appropriate significant digit;

(h) Calculate with integers and other rational numbers to solve mathematical and practical situations;

(i) Use order of operations to evaluate expressions and solve one-step equations containing rational numbers; and

(j) Identify and apply the distributive, commutative and associative properties of rational numbers to solve problems.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Evaluate formulas and algebraic expressions for given integer values;

(b) Model and solve equations using concrete and visual representations;

(c) Generate and graph a set of ordered pairs that represent a linear equation;

(d) Use and create tables, charts and graphs to extend a pattern to describe a linear rule, including, without limitation, integer values;

(e) Solve and graphically represent equations and inequalities in one variable with integer solutions;

(f) Simplify algebraic expressions by combining like terms; and

(g) Identify linear equations and inequalities.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Estimate and compare, using the customary and metric systems, the corresponding units of measure for area, capacity and volume;

(b) Given a measurement, identify the greatest possible error;

(c) Select, model and apply formulas to find the volume and surface area of solid figures;

(d) Calculate simple interest in monetary problems;

(e) Write and apply proportions to solve mathematical and practical problems involving measurement and monetary conversions; and

(f) Use elapsed time to solve practical problems.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must

identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Identify, classify, compare, and draw regular and irregular polygons;

(b) Find and verify the sum of the measures of interior angles of triangles and quadrilaterals;

(c) Use ratios and proportions to create scale drawings;

(d) Use coordinate geometry and models to demonstrate translation, reflection and rotation;

(e) Make a model of a three-dimensional figure from a two-dimensional drawing;

(f) Make a two-dimensional drawing of a three-dimensional object;

(g) Determine the slope of a line, midpoint of a segment, and horizontal and vertical distance between two points using coordinate geometry;

(h) Describe the geometric relationships of parallel lines, perpendicular lines, bisectors, triangles and quadrilaterals;

(i) Model the Pythagorean Theorem and solve for the hypotenuse;

(j) Construct and identify congruent angles, parallel lines and perpendicular lines;

(k) Describe the location of the original figure and its transformation on a coordinate plane; and

(l) Make and test conjectures to explain observed mathematical relationships and to develop logical arguments to justify conclusions.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Organize, display and read data, with and without the assistance of technology, using the appropriate graphical representations;

(b) Formulate questions that guide the collection of data;

(c) Interpret graphical representations of data to describe patterns, trends and data distribution;

(d) Analyze the effect that a change of scale will have on statistical charts and graphs;

(e) Find the number of permutations possible for an event in mathematical and practical situations;

(f) Find the theoretical probability of an event using different counting methods, including, without limitation, sample spaces, and compare that probability with experimental results;

(g) Represent the probability of an event as a number between 0 and 1; and

(h) Interpolate and extrapolate from a given set of data to make predictions for the data.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize solutions and apply previous knowledge to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Apply problem-solving strategies until a solution is found or it is clear that no solution exists;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Apply technology as a tool in problem-solving situations.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use formulas, algorithms, inquiry and other techniques to solve mathematical problems;

(b) Evaluate written and oral presentations in mathematics;

(c) Identify and translate key words and phrases that imply mathematical operations;

(d) Model and explain mathematical relationships using oral, written, graphic and algebraic methods; and

(e) Communicate strategies and solutions to mathematical problems using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine

relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Recognize and apply inductive and deductive reasoning;

(b) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(c) Justify answers and the steps taken to solve problems with and without manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use manipulatives and physical models to explain the relationships between concepts and procedures;

(c) Use the connections among mathematical topics to develop multiple approaches to problems;

(d) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(e) Identify, explain and apply mathematics in everyday life.

389.401 Eighth grade: English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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 and to develop vocabulary, as demonstrated by the pupil's ability to:

(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) Use 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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, experiences 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 area of listening, 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:

(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:

(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.

389.406 Eighth grade: Mathematics. (NRS 385.080, 385.110, 389.0185, 389.520) By the end of the eighth grade, pupils must know and be able to do everything required in the previous grades for courses in mathematics offered in public schools. Instruction in the eighth grade in mathematics must be designed so that pupils meet the following performance standards by the completion of the eighth grade:

1. For the areas of numbers, number sense and computation, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil

must accurately calculate and use estimation techniques, number relationships, operation rules and algorithms, and determine the reasonableness of answers and the accuracy of solutions. A pupil must demonstrate the ability to:

(a) Calculate with real numbers to solve problems in mathematical and practical situations;

(b) Compare and order real numbers, including, without limitation, powers of whole numbers, in mathematical and practical situations;

(c) Use estimation strategies to determine the reasonableness of answers in mathematical and practical situations;

(d) Represent numbers using scientific notation in mathematical and practical situations;

(e) Translate among fractions, decimals and percents, including, without limitation, percents greater than 100 and percents less than 1;

(f) Explain and use the relationship among equivalent representations of rational numbers in mathematical and practical situations;

(g) Identify perfect squares to 225 and their corresponding square roots;

(h) Use order of operations to solve equations in the real number system; and

(i) Identify and apply the identity property, inverse property and the absolute value of real numbers to solve problems.

2. For the areas of patterns, functions and algebra, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use various algebraic methods to analyze, illustrate, extend and create numerous representations, including, without limitation, words, numbers, tables, and graphs of patterns, functions and algebraic relations. A pupil must demonstrate the ability to:

(a) Describe how a change in the value of one variable affects the remaining variables in a mathematical relationship;

(b) Add and subtract binomials;

(c) Translate among verbal descriptions, graphic, tabular and algebraic representations of mathematical situations, with and without the assistance of technology;

(d) Find the missing term in a numerical sequence or a pictorial representation of a sequence;

(e) Evaluate formulas and algebraic expressions using rational numbers, with and without the assistance of technology;

(f) Solve and graphically represent equations and inequalities in one variable, including, without limitation, absolute value;

(g) Identify, model, describe and evaluate functions, with and without the assistance of technology;

(h) Solve linear equations and represent the solution graphically; and

(i) Solve inequalities and represent the solution on a number line.

3. For the area of measurement, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must use appropriate tools and techniques of measurement to determine, estimate, record and verify direct and indirect measurements. A pupil must demonstrate the ability to:

(a) Demonstrate an understanding of precision, error of measure and tolerance in measurement when using the appropriate tool of measurement;

(b) Estimate and convert units of measure for mass and capacity using the same system of measurement, including the customary and metric systems;

(c) Identify how changes in a dimension of a figure effect changes in its perimeter, area and volume;

(d) Calculate percents in monetary problems; and

(e) Apply ratios and proportions to calculate rates and solve mathematical and practical problems using indirect measure.

4. For the areas of spatial relationships, logic and geometry, to solve problems, communicate and make connections within and beyond the field of mathematics, a pupil must identify, represent, verify and apply spatial relationships and geometric properties. A pupil must demonstrate the ability to:

(a) Apply the properties of equality and proportionality to congruent or similar shapes;

(b) Verify and explain the Pythagorean Theorem using a variety of methods;

(c) Construct geometric figures using a variety of tools;

(d) Find and use the sum of the measures of interior angles of polygons;

(e) Demonstrate dilation using coordinate geometry and models;

(f) Describe the relationship between an original figure and its transformation or dilation;

(g) Calculate slope, midpoint and distance using equations and formulas, with and without the assistance of technology;

(h) Determine the x- and y- intercepts of a line;

(i) Form generalizations and validate conclusions about geometric figures and their properties;

(j) Determine the measure of the missing side of a right triangle; and

(k) Represent logical relationships using conditional statements.

5. For the area of data analysis, to solve problems, communicate, reason and make connections within and beyond the field of mathematics, a pupil must collect, organize, display, interpret and analyze data to determine statistical relationships and probability projections. A pupil must demonstrate the ability to:

(a) Organize, display and read data, with and without the assistance of technology, by using box and whisker plots;

(b) Differentiate between the probability of an event and the odds of an event;

(c) Determine the number of combinations possible in mathematical and practical situations;

(d) Evaluate the accuracy and validity of statistical arguments based on data analysis;

(e) Formulate reasonable inferences and predictions based on interpolations and extrapolations of data to solve practical problems;

(f) Formulate questions and design a study that guides the collection of data;

(g) Select and apply appropriate measures of data distribution using interquartile range and central tendency; and

(h) Distinguish between permutations and combinations.

6. For the area of problem solving, to develop the ability to solve problems, a pupil must engage in developmentally appropriate opportunities for problem solving in which there is a need to use various approaches to investigate and understand mathematical concepts to formulate problems, find solutions to problems, develop and apply strategies to solve problems, and integrate mathematical reasoning, communication and connections. A pupil must demonstrate the ability to:

(a) Generalize solutions and apply previous knowledge to new problem-solving situations;

(b) Determine an efficient problem-solving strategy and verify, interpret and evaluate the results with respect to the original problem;

(c) Apply problem-solving strategies until a solution is found or it is clear that no solution exists;

(d) Interpret and solve a variety of mathematical problems by paraphrasing;

(e) Identify necessary and extraneous information;

(f) Check the reasonableness of a solution; and

(g) Apply technology as a tool in problem-solving situations.

7. For the area of mathematical communication, to develop the ability to communicate mathematically, a pupil must solve problems in which there is a need to obtain information in everyday life by reading, listening and observing to translate information into mathematical language and symbols, process information mathematically, discuss and exchange ideas about mathematics as part of learning, read various fiction and nonfiction texts to learn about mathematics and present the results in written, oral and visual formats. A pupil must demonstrate the ability to:

(a) Use formulas, algorithms, inquiry and other techniques to solve mathematical problems;

(b) Evaluate written and oral presentations in mathematics;

(c) Identify and translate key words and phrases that imply mathematical operations;

(d) Model and explain mathematical relationships using oral, written, graphic and algebraic methods; and

(e) Communicate strategies and solutions to mathematical problems using oral and written expression of everyday language.

8. For the area of mathematical reasoning, to develop the ability to reason mathematically, a pupil must solve problems in which there is a need to investigate mathematical ideas and construct the pupil's own learning in all content areas to reinforce and extend his or her ability to reason logically, reflect on, clarify and justify his or her thinking, ask questions to extend his or her learning, use patterns and relationships to analyze mathematical situations, and determine relevant, irrelevant and sufficient information to solve mathematical problems. A pupil must demonstrate the ability to:

(a) Recognize and apply inductive and deductive reasoning;

(b) Review and refine the assumptions and steps used to derive conclusions in mathematical arguments; and

(c) Justify answers and the steps taken to solve problems with and without manipulatives and physical models.

9. For the area of mathematical connections, to develop the ability to make mathematical connections, a pupil must solve problems in which there is a need to view mathematics as an integrated whole, including linking new concepts to prior knowledge, identifying relationships between content strands and integrating mathematics with other disciplines, thereby allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics. A pupil must demonstrate the ability to:

(a) Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics;

(b) Use manipulatives and physical models to explain the relationships between concepts and procedures;

(c) Use the connections among mathematical topics to develop multiple approaches to problems;

(d) Apply mathematical thinking and modeling to solve problems that arise in other disciplines, including, without limitation, rhythm in music and motion in science; and

(e) Identify, explain and apply mathematics in everyday life.

389.461 English language arts. (NRS 385.080, 385.110, 389.0185, 389.520) By the 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 high school in English language arts must be designed so that pupils meet the following performance standards by the completion of 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) 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) Use 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 authors, cultures and time periods, as demonstrated by the pupil's ability to:

(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 the texts for specific purposes, as demonstrated by the pupil's ability to:

(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 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 area of listening, 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:

(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 participate in discussions to offer information, clarify ideas and support positions, as demonstrated by the pupil's ability to:

(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.

NEVADA DEPARTMENT OF EDUCATION

NEVADA STATE BOARD OF EDUCATION
NEVADA STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

LEGISLATIVE REVIEW OF ADOPTED REGULATIONS AS REQUIRED BY ADMINISTRATIVE PROCEDURES ACT, NRS 233B.066
LCB File No. R019-11

New Regulation for Common Core Standards for English Language Arts and Common Core Standards for Mathematics (Final Version)

INFORMATIONAL STATEMENT

The following statement is submitted for adopted amendments to Nevada Administrative Code 389:

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 August 12, 2011. There was no public comment.

   The Notice of Intent to Act Upon a Regulation for public hearing and adoption of the New Regulation for Common Core Standards for English Language Arts and Common Core Standards for Mathematics was sent to approximately 200 individuals and educational organizations. A public hearing was conducted on February 24, 2012 to provide the opportunity for comments by affected parties and the public. There was no public comment. The State Board of Education adopted the proposed regulation.

2. The Number of Persons Who:

   a) Attended Each Hearing: First Workshop: 16; First Hearing: 14; Second Hearing: N/A
   b) Testified at Each Hearing: First Workshop: 0; First Hearing: 0; 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 Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, 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 July 19, 2011, and a public hearing notice of January 12, 2012. At the February 24, 2012 Workshop to Solicit Comments, there was no public comment to the proposed regulation. At the February 24, 2012 public hearing there was no public comment to the proposed regulation.

Summary of Comments:

Workshop comments:
There were no public comments.

Public Hearing comments:
There were no public hearing comments.

A copy of the summary and/or minutes of the public hearing may be obtained by contacting Karen Johansen, Administrative Assistant, Nevada Department of Education, 775-687-9225, 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 regulation language at the public hearing held February 24, 2012. The reason for adopting the regulation is to align the Common Core Standards in English Language Arts and Mathematics with the National Standards.

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 on the public or the business it regulates.

There is no cost to the Department of education to adopt these regulations. There is no federal law affecting the proposed regulations. There is no duplication or overlap of state or local governmental agencies. The proposed regulations do not establish a new fee nor increase an existing fee of the regulating agency.

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.