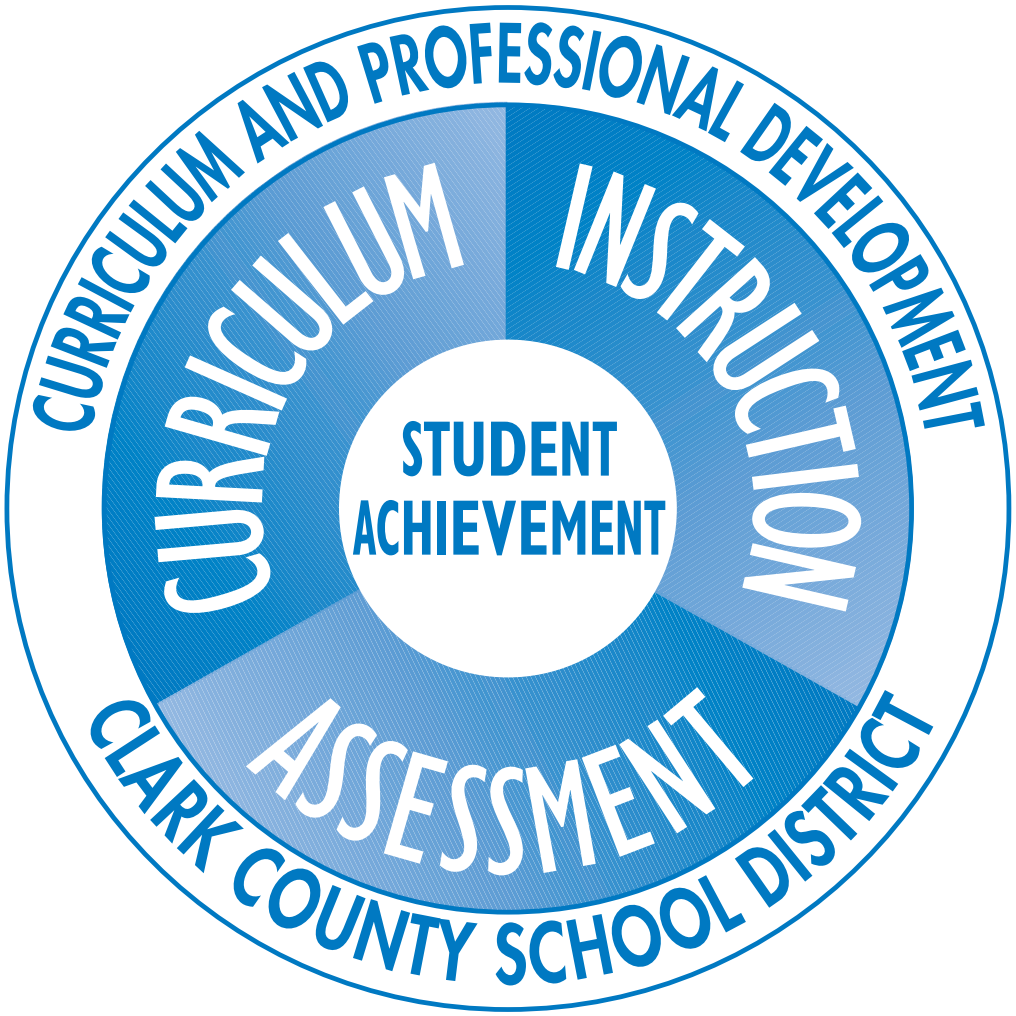
POWER STANDARDS
K-12



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INTRODUCTION

The Clark County School District specifies the K-12 curriculum as the basis for instruction in all schools. The Curriculum Essentials Framework (CEF) for Grades K-5 and the Course Scope and Goals and Syllabi for Grades 6-12 include the Nevada Content Standards that outline essential student learning standards for each grade level and core course. These documents are used by classroom teachers as the curricular scope for planning and delivering instruction and for monitoring student learning and progress.

To address the goal of alignment of the "written," the "taught," and the "assessed" curriculum, the district began an external curriculum audit process in June 2003. During the past years, ETS/Pulliam provided support to the Clark County School District's *Accountability Plan*. As part of the process, representatives collaborated with district staff to review the K-12 Nevada Standards, the CCSD K-12 Language Arts and Mathematics, and Science curriculum, and the objectives included on the required state and district student assessments. Based on this review, *POWER STANDARDS* for K-12 Language Arts, Mathematics, and Science were identified.

ETS/Pulliam and the Clark County School District have identified the *POWER STANDARDS* as the most critical standards that students are held accountable for mastering. They are highly focused, specific areas of instructional emphasis and are essential for student proficiency in the identified K-12 subject areas. They are aligned with the assessments for each grade and must be used to focus and pace instruction. The 2008 Power Standards have been updated based on input from teachers, principals, and curriculum staff as well as on suggestions from ETS/Pulliam staff, and this document reflects these revisions. The 2008 version now reflects the newly revised English Language Arts State Standards.

The identified K-12 curriculum provides a continuum of student learning. Students who demonstrate mastery of the gradelevel *POWER STANDARDS* are given advanced learning experiences, and students who are not proficient are given the necessary basic instructional foundation to attain proficiency. Student progress toward achievement of the identified *POWER STANDARDS* is continuously assessed in a variety of ways to determine appropriate student learning needs, to implement appropriate instructional strategies, and to modify instruction.

Updated Benchmarks that reflect the *POWER STANDARDS* have been developed and published by the Curriculum and Professional Development Division staff. Additionally, grade-level and course Benchmark Assessments have been developed and are aligned with the *POWER STANDARDS*. All student achievement results are reported through the CCSD Instructional Data Management System (IDMS) so that student progress can be closely monitored and instructional modifications can be made as needed.

The documents include a column with reference to the Nevada Content Standards, and the correlation to the CCSD curriculum standard is indicated by a number in brackets [ ] following the statement. Items identified with an A1, A2, etc., indicate there is no corresponding state standard at that level. District correlation of the *POWER STANDARDS* to specific core secondary courses is currently being completed. As correlations are completed, updated versions of the documents will be provided for each school. Revision of the *POWER STANDARDS* will be ongoing; suggestions from teachers and administrators are important and are encouraged.

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POWER STANDARDS
LANGUAGE ARTS
K-12

Kindergarten Power Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.K.1	Demonstrate phonological awareness of spoken words: syllable awareness and onset and rime awareness. [1.1]
	1.K.2	Demonstrate phonemic awareness of spoken words: matching, isolating, blending, segmenting, deleting, and substituting. [1.2]
	1.K.3	Identify and name upper and lower case letters of the alphabet; identify letter-sound relationships; decode words in text using letter/sound relationships (CVC words). [1.3]
	1.K.4	Build and comprehend vocabulary using pictures, symbols, and environmental print; sequence letters of the alphabet to understand alphabetic order. [1.4]
	1.K.5	Identify high frequency words to build fluency and comprehension. [1.5]
Reading Strategies	2.K.1	Demonstrate concept of print (top/bottom, left/right, story sense), concept of word, and voice-to-print match; identify author, illustrator, cover, and title. [2.1]
	2.K.2	Use during-reading strategies based on text and purpose to make predictions, identify key vocabulary, and make inferences with assistance. [2.2]
	2.K.3	Use after-reading strategies based on text and purpose to recall details/facts and restate main ideas orally with assistance. [2.3]
	2.K.A1	Retell beginning, middle, and end of familiar stories with assistance. [2.3]
Literary Text	3.K.1	Listen for and identify setting and sequence of events (beginning, middle, and end of familiar stories). [3.1]
	3.K.3	Listen to and identify the main idea. [3.3]
	3.K.7	Listen to, read, and discuss text from different cultures and time periods with assistance. [3.7]
	3.K.A1	Respond to who, what, when, where, and why questions. [3.9]
Expository Text	4.K.1	Listen to and identify the purpose of and gain information from text features: illustrations, graphs, charts, and titles with assistance. [4.1]
	4.K.3	Listen to and identify the topic; listen to and describe sequential order. [4.3]
	4.K.4	Listen to, read, and discuss text from different cultures and time periods with assistance. [4.4]
	4.K.5	Listen to and use information to answer specific questions. [4.5]
	4.K.7	Listen to and follow pictorial and written directions to complete tasks with assistance. [4.7]
	4.K.A1	Distinguish between statements and questions. [4.2]
Effective Writing	5.K.1	Use prewriting strategies and explore a topic to plan written work with assistance. [5.1]
	5.K.2	Draw and communicate ideas in written form daily. [5.2]
	5.K.3	Revise drafts for audience, ideas, and voice with assistance. [5.3]
	5.K.4	Edit to ensure correct spelling and capitalization of first and last names. [5.4]
	5.K.5	Edit for correct use of nouns with assistance. [5.5]
	5.K.6	Edit for use of complete sentences with assistance. [5.6]
	5.K.7	Create a final draft through writing, drawing, and/or dictation. [5.7]
	5.K.A1	Form upper and lower case manuscript (ball and stick) letters using proper form and spacing. [5.7]
	5.K.A2	Edit to ensure correct use of beginning and end punctuation. [5.4]
Types of Writing	6.K.1	Draw and write expository text to communicate. [6.1]
	6.K.2	Draw and write narrative/descriptive text about familiar experiences and/or events. [6.2]
	6.K.4	Draw and write responses to literary text. [6.4]
	6.K.5	Draw and write responses to expository text. [6.5]
	6.K.9	Discuss, write, and draw to formulate a question; record information from simple reference materials and technology; answer a research question; identify title and author. [6.9]
Listening	7.K.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.K.2	Listen and respond to oral communication. [7.2]
	7.K.3	Expand vocabulary through listening. [7.3]
Speaking	8.K.1	Give directions to complete tasks with assistance; ask questions to clarify directions with assistance. [8.1]
	8.K.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.K.3	Communicate personal experiences and retell stories; speak clearly with prosody. [8.3]
	8.K.4	Participate in group discussions following the turn-taking process. [8.4]

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Grade One Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.1.1	Demonstrate phonological awareness of spoken words: syllable awareness and onset and rime awareness. [1.1]
	1.1.2	Demonstrate phonemic awareness of spoken words: matching, isolating, blending, segmenting, deleting, and substituting. [1.2]
	1.1.3	Decode words in text: letter/sound relationships, short/long vowels, digraphs, blends, diphthongs, word families, and spelling patterns. [1.3]
	1.1.4	Comprehend vocabulary using suffixes, synonyms, and antonyms; apply alphabetical order to locate words using the first letter of each word. [1.4]
	1.1.5	Identify high frequency words (regular/irregular) to build fluency and comprehension; read decodable text with fluency. [1.5]
	1.1.A1	Develop and expand vocabulary (reading, writing, listening, and speaking). [1.4]
Reading Strategies	2.1.1	Demonstrate concept of print, concept of word, and voice-to-print match; identify author and illustrator. [2.1]
	2.1.2	Use during-reading strategies based on text and purpose: make predictions, identify key vocabulary, and make inferences with assistance. [2.2]
	2.1.3	Use after-reading strategies based on text and purpose to recall details/facts and restate main ideas orally. [2.3]
Literary Text	3.1.1	Listen for and identify setting and sequence of events; make inferences and draw conclusions about setting and plot based on evidence with assistance. [3.1]
	3.1.2	Make inferences and draw conclusions about a character(s) based on evidence with assistance; identify and describe physical and personality traits of characters. [3.2]
	3.1.3	Identify the main idea. [3.3]
	3.1.7	Listen to, read, and discuss text from different cultures and time periods. [3.7]
	3.1.8	Make predictions based on evidence. [3.8]
	3.1.9	Use information to answer specific questions. [3.9]
Expository Text	4.1.1	Identify the purpose of and gain information from text features: text boxes, illustrations, diagrams, headings, titles, graphs, charts, and tables of contents. [4.1]
	4.1.3	Identify the topic; describe sequential and/or chronological order. [4.3]
	4.1.4	Listen to, read, and discuss text from different cultures and time periods. [4.4]
	4.1.5	Use information to answer specific questions. [4.5]
	4.1.6	Make predictions, make inferences, and draw conclusions based on evidence with assistance. [4.6]
	4.1.7	Follow pictorial and written directions to complete tasks. [4.7]
Effective Writing	5.1.1	Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas with assistance. [5.1]
	5.1.2	Draft sentences about a single topic that address audience and purpose with supporting details. [5.2]
	5.1.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, and voice with assistance. [5.3]
	5.1.4	Edit for correct use of mechanics: punctuation (commas, contractions, singular possessives, and end punctuation), capitalization (first and last names, months, days of the week, and beginnings of sentences), and spelling (high frequency words, content words, and patterned words). [5.4]
	5.1.5	Edit for correct word usage: nouns, verbs, and pronouns. [5.5]
	5.1.6	Edit for use of complete sentences. [5.6]
	5.1.7	Prepare a legible final draft to display or share. [5.7]
	5.1.A1	Use correct spelling of CVC and high frequency words. [5.2]
Types of Writing	6.1.1	Write expository sentences using a topic sentence generated by the teacher and/or the student. [6.1]
	6.1.2	Write narrative/descriptive sentences appropriate to audience and purpose. [6.2]
	6.1.4	Write responses to literary text. [6.4]
	6.1.5	Write responses to expository text. [6.5]
	6.1.9	Write sentences to formulate and answer a research question; record information from simple reference materials and technology. [6.9]
	6.1.A1	Write simple stories. [6.2]
Listening	7.1.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.1.2	Listen and respond to oral communication. [7.2]
	7.1.3	Expand vocabulary through listening. [7.3]
Speaking	8.1.1	Give directions to complete tasks; ask questions to clarify directions. [8.1]
	8.1.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.1.3	Communicate information in small and large groups; speak clearly with prosody. [8.3]
	8.1.4	Participate in group discussions following the turn-taking process. [8.4]

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Grade Two Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.2.3	Decode words in text: short/long vowels, r-controlled vowels, digraphs, blends, diphthongs, word families, and spelling patterns (V/CV=su/per, VC/CV=sup/per); decode words through structural analysis: base words, suffixes, prefixes, syllables, and compound words. [1.3]
	1.2.4	Comprehend vocabulary using homographs, homophones, abbreviations, synonyms, antonyms, context clues, and structural analysis. [1.4]
	1.2.5	Apply knowledge of high frequency words to build fluency and comprehension; read aloud using prosody, accuracy, automaticity, and reading rate. [1.5]
	1.2.A1	Develop and expand vocabulary (reading, writing, listening, and speaking). [1.4]
Reading Strategies	2.2.1	Use before-reading strategies based on text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, and determine text type with assistance. [2.1]
	2.2.2	Use during-reading strategies based on text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type with assistance. [2.2]
	2.2.3	Use after-reading strategies based on text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, evaluate text, and evaluate the effectiveness of reading strategies with assistance. [2.3]
Literary Text	3.2.1	Identify setting and sequence of events; identify conflict, resolution, and how one event may cause another event with assistance; compare and contrast different versions of the same stories; make inferences and draw conclusions about setting and plot based on evidence with assistance. [3.1]
	3.2.2	Describe physical and personality traits of characters; make inferences and draw conclusions about a character(s) based on evidence with assistance. [3.2]
	3.2.3	Explain the main idea. [3.3]
	3.2.7	Read and discuss text from different cultures and time periods. [3.7]
	3.2.8	Make predictions based on evidence. [3.8]
	3.2.9	Make connections to self, other text, and/or the world; use information to answer specific questions. [3.9]
Expository Text	4.2.1	Identify the purpose of and gain information from text features: titles, text boxes, headings, graphs, charts, illustrations, diagrams, tables of contents, bold-faced words, underlined words, highlighted words, italicized words, and abbreviations. [4.1]
	4.2.3	Explain the topic; identify a main idea based on evidence; describe sequential and/or chronological order; identify cause and effect. [4.3]
	4.2.4	Read and discuss text from different cultures and time periods. [4.4]
	4.2.5	Use information to answer specific questions. [4.5]
	4.2.6	Make predictions based on evidence; make inferences and draw conclusions based on evidence; identify fact and opinion. [4.6]
	4.2.7	Read and follow directions to complete tasks. [4.7]
Effective Writing	5.2.1	Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.2.2	Draft sentences about a single topic that address audience and purpose with supporting details. [5.2]
	5.2.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, and voice. [5.3]
	5.2.4	Edit for correct use of mechanics: punctuation (greetings, closings, dates, items in series, contractions, singular possessives, and end punctuation), capitalization (first and last names, initials, months, days of the week, and beginnings of sentences), and spelling (high frequency words, content words, and patterned words). [5.4]
	5.2.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, verb tenses, and subject/verb agreement. [5.5]
	5.2.6	Edit for use of complete sentences. [5.6]
	5.2.7	Prepare a legible final draft to display or share. [5.7]
Types of Writing	6.2.1	Write expository sentences using a topic sentence generated by the teacher and/or the student; write expository paragraphs with a topic sentence, supporting details, and a concluding sentence with assistance. [6.1]
	6.2.2	Write narrative/descriptive sentences appropriate to audience and purpose. [6.2]
	6.2.4	Write responses to literary text. [6.4]
	6.2.5	Write responses to expository text. [6.5]
	6.2.7	Write friendly letters following an established format. [6.7]
	6.2.9	Write sentences that formulate and answer a research question; record information from at least two sources. [6.9]
	6.2.A1	Write simple stories or other compositions. [6.2]
Listening	7.2.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.2.2	Listen and respond to oral communication. [7.2]
	7.2.3	Expand vocabulary through listening. [7.3]
Speaking	8.2.1	Give directions to complete simple tasks. [8.1]
	8.2.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.2.3	Communicate information by maintaining a clear focus; speak clearly with prosody. [8.3]
	8.2.4	Ask relevant questions to clarify and gather information. [8.4]

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Grade Three Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.3.3	Decode words in text using phonics and structural analysis: short/long vowels, r-controlled vowels, base words, prefixes, suffixes, digraphs, diphthongs, compound words, and syllables. [1.3]
	1.3.4	Comprehend, build, and extend vocabulary using homophones, homographs, synonyms, antonyms, context clues, and structural analysis. [1.4]
	1.3.5	Apply knowledge of high frequency words in text to build fluency and comprehension; read aloud using prosody, accuracy, automaticity, and reading rate. [1.5]
Reading Strategies	2.3.1	Use before-reading strategies based on text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, determine reading rate, and determine text type. [2.1]
	2.3.2	Use during-reading strategies based on text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. [2.2]
	2.3.3	Select after-reading strategies based on text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, and evaluate text. [2.3]
Literary Text	3.3.1	Describe setting, sequence of events, conflict, and resolution; identify how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.3.2	Describe physical and personality traits of characters; describe the motivation for a character's actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.3.3	Explain the main idea supported by evidence; identify a lesson learned based on events and/or a character's actions. [3.3]
	3.3.5	Identify examples of imagery, similes, and personification. [3.5]
	3.3.6	Identify words and phrases that reveal tone. [3.6]
	3.3.7	Compare text from different cultures and time periods. [3.7]
	3.3.8	Make and revise predictions based on evidence. [3.8]
	3.3.9	Make connections to self, other text, and/or the world; use information to answer specific questions. [3.9]
Expository Text	4.3.1	Identify the purpose of and gain information from glossaries and text features: titles, text boxes, illustrations, diagrams, graphs, charts, maps, headings, bold-faced words, underlined words, italicized words, and highlighted words. [4.1]
	4.3.2	Identify idioms, similes, and personification. [4.2]
	4.3.3	Identify a main idea based on evidence; describe sequential and/or chronological order; identify a cause and its effect on events and/or relationships; identify a problem and its solution. [4.3]
	4.3.4	Compare text from different cultures and time periods. [4.4]
	4.3.5	Use information to answer specific questions; make connections to self, other text, and/or the world. [4.5]
	4.3.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
	4.3.7	Read and follow directions to complete tasks. [4.7]
Effective Writing	5.3.1	Use prewriting strategies to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.3.2	Draft paragraphs about a single topic that address audience and purpose with an introduction, supporting details, and a conclusion. [5.2]
	5.3.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.3.4	Edit for correct use of mechanics: punctuation (commas, apostrophes, quotation marks, and end punctuation), capitalization (proper nouns, initials, and titles), and spelling (high frequency words, content words, and patterned words). [5.4]
	5.3.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, verb tenses, and subject/verb agreement. [5.5]
	5.3.6	Edit for use of complete sentences; edit to combine sentences. [5.6]
	5.3.7	Prepare a legible final draft to display or share. [5.7]
	5.3.A1	Identify correct word order in sentences. [5.6]
	5.3.A2	Edit sentences for elimination of run-ons. [5.6]
Types of Writing	6.3.1	Write expository paragraphs with a topic sentence, supporting details, and a concluding statement. [6.1]
	6.3.2	Write narrative/descriptive paragraphs appropriate to audience and purpose with a logical sequence, characters, and setting. [6.2]
	6.3.4	Write responses to literary text. [6.4]
	6.3.5	Write responses to expository text. [6.5]
	6.3.6	Write an opinion statement. [6.6]
	6.3.7	Write friendly letters following an established format. [6.7]
	6.3.9	Write research papers by formulating questions; collect and record information from at least three sources. [6.9]
Listening	7.3.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.3.2	Listen and respond to oral communication. [7.2]
Speaking	8.3.2	Use precise language to describe feelings, experiences, observations, and ideas. [8.2]
	8.3.3	Communicate information by maintaining a clear focus and following a logical sequence. [8.3]

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Grade Four Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.4.3	Decode words in text using phonics and structural analysis: base words, suffixes, prefixes, and compound words. [1.3]
	1.4.4	Comprehend, build, and extend vocabulary using homophones, homographs, synonyms, antonyms, context clues, and structural analysis. [1.4]
	1.4.5	Apply knowledge of high frequency words in text to build fluency and comprehension; read silently and/or aloud fluently. [1.5]
Reading Strategies	2.4.1	Select before-reading strategies appropriate to text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, determine reading rate, and determine text type. [2.1]
	2.4.2	Select during-reading strategies appropriate to text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type. [2.2]
	2.4.3	Select after-reading strategies appropriate to text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, and evaluate text; evaluate the effectiveness of reading strategies. [2.3]
Literary Text	3.4.1	Explain setting, sequence of events, conflict, climax, resolution, and turning point; identify how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.4.2	Describe physical and personality traits of characters; describe the motivation for a character's actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.4.3	Explain the main idea supported by evidence; identify theme; identify a lesson learned based on events and/or a character's actions. [3.3]
	3.4.5	Explain how the author uses imagery, similes, metaphors, personification, and alliteration. [3.5]
	3.4.6	Identify words and phrases that reveal tone. [3.6]
	3.4.7	Compare text from different cultures and time periods. [3.7]
	3.4.8	Make and revise predictions based on evidence. [3.8]
	3.4.9	Use information to answer specific questions. [3.9]
Expository Text	4.4.1	Identify the purpose of and gain information from text features: titles, text boxes, illustrations, diagrams, graphs, charts, maps, headings, bold-faced words, underlined words, italicized words, and highlighted words. [4.1]
	4.4.2	Explain similes, metaphors, and personification; identify words and phrases that reveal tone. [4.2]
	4.4.3	Describe a main idea based on evidence; identify theme; describe sequential and/or chronological order; explain a cause and its effect on events and/or relationships; explain a problem and its solution. [4.3]
	4.4.4	Compare text from different cultures and time periods. [4.4]
	4.4.5	Use information to answer specific questions; make connections to self, other text, and/or the world. [4.5]
	4.4.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
Effective Writing	5.4.1	Use prewriting strategies and explore a topic to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.4.2	Draft multiple-paragraph papers about a single topic that address audience and purpose with an introduction, supporting details, transitions, and a conclusion. [5.2]
	5.4.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.4.4	Edit for correct use of mechanics: punctuation (quotation marks, commas, apostrophes, and colons), capitalization (initials, abbreviations, cities and states, salutations, and closings), and spelling (high frequency words and content words). [5.4]
	5.4.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases. [5.5]
	5.4.6	Edit for use of complete sentences; edit to combine sentences; edit sentences for elimination of fragments and run-ons. [5.6]
	5.4.7	Prepare a legible final draft to display or share. [5.7]
Types of Writing	6.4.1	Write multiple-paragraph, expository papers with a beginning, middle, and end; a thesis statement; appropriate topic sentences; supporting details; transitions; and a concluding statement. [6.1]
	6.4.2	Write multiple-paragraph, narrative/descriptive papers appropriate to audience and purpose with a logical sequence, characters, setting, plot, and dialogue. [6.2]
	6.4.4	Write responses to literary text that demonstrate an understanding of setting, character development, and motivation. [6.4]
	6.4.5	Write responses to expository text that use specific details from text. [6.5]
	6.4.6	Write persuasive essays and compositions with a thesis statement and relevant supporting evidence with assistance. [6.6]
	6.4.7	Write friendly letters and professional communications in an established format. [6.7]
	6.4.9	Write research papers by recording information and documenting sources. [6.9]
Listening	7.4.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.4.2	Listen to and evaluate content of oral communications. [7.2]
	7.4.5	Listen to, provide, and evaluate constructive feedback. [7.5]
Speaking	8.4.3	Use public speaking techniques to deliver presentations; communicate information by maintaining a clear focus, following a logical sequence, and illustrating information. [8.3]

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Grade Five Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.5.4	Comprehend, build, and extend vocabulary using context clues and structural analysis. [1.4]
	1.5.5	Apply knowledge of content-specific vocabulary in text to build comprehension; read silently and/or aloud fluently. [1.5]
Reading Strategies	2.5.1	Select before-reading strategies appropriate to text and purpose: set purpose for reading and determine text type. [2.1]
	2.5.2	Select during-reading strategies appropriate to text and purpose: use self-correcting strategies and adjust reading rate. [2.2]
	2.5.3	Select after-reading strategies appropriate to text and purpose: evaluate the effectiveness of reading strategies. [2.3]
Literary Text	3.5.1	Explain setting, sequence of events, conflict, climax, resolution, and turning point; describe internal and external conflict; describe main plot and subplots; describe how one event may cause another event; make inferences and draw conclusions about setting and plot based on evidence. [3.1]
	3.5.2	Describe physical and personality traits of characters; describe the motivation for a character's actions; make inferences and draw conclusions about a character(s) based on evidence. [3.2]
	3.5.3	Describe a theme based on evidence; explain a lesson learned based on events and/or a character's actions. [3.3]
	3.5.4	Describe an example of first-person point of view; identify third-person limited point of view; identify third-person omniscient point of view. [3.4]
	3.5.5	Explain the use of imagery and figurative language (simile, metaphor, and personification); use sound devices. [3.5]
	3.5.6	Identify words and phrases that reveal tone; explain how words and phrases create mood; identify examples of irony. [3.6]
	3.5.7	Explain the influence of historical events, cultures, and time periods. [3.7]
	3.5.8	Make and revise predictions based on evidence. [3.8]
Expository Text	4.5.1	Identify and explain the use of text features to comprehend and interpret information for specific purposes. [4.1]
	4.5.2	Explain analogies and figurative language (simile, metaphor, and personification); identify words and phrases that reveal an author's tone; identify language used for persuasion and propaganda. [4.2]
	4.5.3	Describe a main idea and a theme based on evidence; describe the importance of sequential and/or chronological order; explain a cause and its effect on events and/or relationships; explain a problem and its solution; trace the development of an author's argument, viewpoint, or perspective. [4.3]
	4.5.4	Explain the influence of culture and time periods; compare text from the same historical period on a single topic. [4.4]
	4.5.5	Use information to answer specific questions; make connection to self, other text, and/or the world. [4.5]
	4.5.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; distinguish between fact and opinion. [4.6]
Effective Writing	5.5.1	Use prewriting strategies and explore a topic to plan written work; choose and narrow a topic to organize ideas. [5.1]
	5.5.2	Draft multiple-paragraph papers about a single topic that address audience and purpose with an introduction, supporting details, transitions, and a conclusion. [5.2]
	5.5.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, word choice, and sentence fluency. [5.3]
	5.5.4	Edit for correct use of mechanics: internal and external punctuation (end punctuation, initials, abbreviations, cities and states, dates, items in series, letter salutations/closings, colons, quotation marks, and apostrophes), capitalization, and spelling (high frequency words and content words). [5.4]
	5.5.5	Edit for correct word usage: nouns, pronouns, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases. [5.5]
	5.5.6	Edit for use of complete sentences; edit to combine sentences; edit sentences for elimination of fragments and run-ons. [5.6]
	5.5.7	Prepare a legible final draft to display or share. [5.7]
Types of Writing	6.5.1	Write expository essays and compositions with a beginning, middle, and end; a thesis statement; appropriate topic sentences; supporting details; transitions; and a concluding statement. [6.1]
	6.5.2	Write multiple-paragraph, narrative/descriptive papers appropriate to audience and purpose with a logical sequence, characters, setting, plot, dialogue, figurative language, and sensory details. [6.2]
	6.5.4	Write responses to literary text that demonstrate an understanding of character development, motivation, and plot; summarize literary information. [6.4]
	6.5.5	Write responses to expository text. [6.5]
	6.5.6	Write persuasive essays and compositions with a thesis statement and relevant supporting evidence. [6.6]
	6.5.7	Write a variety of communications in appropriate formats: personal and professional communications. [6.7]
	6.5.9	Write research papers by choosing and narrowing a research topic and locating and collecting information from primary and secondary sources. [6.9]
	6.5.A1	Summarize expository information. [6.5]
Listening	7.5.1	Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]
	7.5.2	Listen to and evaluate oral communications for content, delivery, point of view, and ideas. [7.2]
	7.5.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data. [7.5]
Speaking	8.5.3	Use public speaking techniques to deliver presentations; communicate information by maintaining a clear focus, following a logical sequence, and illustrating information. [8.3]

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Grade Six Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.6.4	Comprehend, build, and extend vocabulary using context clues and structural analysis; use resources to confirm meaning of unknown words.
	1.6.5	Apply knowledge of content-specific vocabulary in text to build comprehension; read silently and/or aloud fluently.
Reading Strategies	2.6.1	Select and use before-reading strategies appropriate to text and purpose: set purpose for reading and determine text type.
	2.6.2	Select and use during-reading strategies appropriate to text and purpose: use self-correcting strategies and adjust reading rate.
	2.6.3	Select and use after-reading strategies appropriate to text and purpose; evaluate the effectiveness of reading strategies.
Literary Text	3.6.1	Explain setting; describe plot development with a focus on climax, resolution, and turning point; describe internal and external conflict; describe main plot and subplots; describe how one event may cause another event; explain an author's use of flashback; make inferences and draw conclusions about setting and plot based on evidence.
	3.6.2	Explain an author's use of characterization; describe the motivation for a character's actions; identify the protagonist and antagonist; make inferences and draw conclusions about characters based on evidence.
	3.6.3	Describe a theme; explain a lesson learned based on events and/or a character's actions.
	3.6.4	Describe the effect of an author's use of first-person point of view, third-person limited point of view, and third-person omniscient point of view.
	3.6.5	Explain the use of imagery, figurative language, and sound devices.
	3.6.6	Explain how the use of words and phrases reveal tone; analyze how words and phrases create mood; explain examples of irony.
	3.6.7	Make inferences about the influence of historical events and culture on an author's work.
	3.6.8	Make and revise predictions based on evidence.
	3.6.A1	Identify symbols in text and discuss the purpose of symbolism.
Expository Text	4.6.1	Identify and explain the use of text features to comprehend, interpret, and evaluate information for specific purposes.
	4.6.2	Explain the use of figurative language and analogies; identify words and phrases that reveal an author's tone; explain how language is used for persuasion and propaganda.
	4.6.3	Describe a main idea and a theme based on evidence; evaluate the impact of sequential and/or chronological order; compare and contrast events; evaluate a cause and its effect on events and/or relationships; evaluate a problem and its solution; trace the development of an author's argument, viewpoint, or perspective.
	4.6.4	Compare text written by various authors from the same historical period; make inferences about an author's cultural and historical viewpoints.
	4.6.5	Use information to answer specific questions; make connections to self, other text, and/or the world.
	4.6.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; evaluate author's use of facts and/or opinions.
Effective Writing	5.6.1	Use prewriting strategies to plan written work; choose and narrow a topic; organize ideas.
	5.6.2	Draft multiple-paragraph papers that address audience and purpose; include an introduction, supporting details, transitions, and a conclusion.
	5.6.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency.
	5.6.4	Edit for correct use of mechanics: internal and external punctuation (commas, semi-colons, colons, hyphens, quotation marks, apostrophes, and parentheses), capitalization, and spelling (high frequency words and content words).
	5.6.5	Edit for correct word usage: nouns, pronouns, pronoun case, verbs, adjectives (comparatives/superlatives), adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases.
	5.6.6	Edit for use of correct sentence structure; edit sentences for elimination of fragments and run-ons.
	5.6.7	Select a publishing format appropriate to audience and purpose; prepare a legible final draft.
Types of Writing	6.6.1	Write expository essays and compositions; include a beginning, a middle, and an end; include a thesis statement, appropriate topic sentences, supporting details, transitions, and concluding statements; use various organizational structures including compare/contrast and cause/effect.
	6.6.2	Write multiple-paragraph narrative/descriptive papers appropriate to audience and purpose; include a logical sequence, characters, setting, plot, dialogue, figurative language, and sensory details.
	6.6.4	Write literary analyses; summarize literary information.
	6.6.5	Write responses to expository text.
	6.6.6	Write persuasive essays and compositions appropriate to audience and purpose; include a thesis statement and relevant supporting evidence.
	6.6.7	Write a variety of communications in appropriate formats.
	6.6.9	Evaluate credibility of resources; write research papers by paraphrasing and summarizing information from primary and secondary sources.
	6.6.A1	Summarize expository information.
Listening	7.6.2	Listen for and evaluate the use of public speaking techniques.
	7.6.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data.
Speaking	8.6.3	Use public speaking techniques to deliver presentations; express an opinion; defend a position using evidence.

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Grade Seven Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.7.4	Comprehend, build, and extend vocabulary using context clues and structural analysis; use resources to confirm meaning of unknown words.
	1.7.5	Apply knowledge of content-specific vocabulary in text to build comprehension; read silently and/or aloud fluently.
Reading Strategies	2.7.1	Select and use before-reading strategies appropriate to text and purpose: set purpose for reading and determine text type.
	2.7.2	Select and use during-reading strategies appropriate to text and purpose: use self-correcting strategies and adjust reading rate.
	2.7.3	Select and use after-reading strategies appropriate to text and purpose; evaluate the effectiveness of reading strategies.
Literary Text	3.7.1	Analyze setting; analyze plot development with a focus on climax, resolution, and turning point; describe internal and external conflict; describe main plot and subplots; describe how one event may cause another event; explain an author's use of flashback; analyze an author's use of foreshadowing; make inferences and draw conclusions about setting and plot based on evidence.
	3.7.2	Explain an author's use of characterization; describe the motivation for a character's actions; explain the relationships among protagonists, antagonists, and supporting characters; make inferences and draw conclusions about a character(s) based on evidence.
	3.7.3	Describe a theme; explain a lesson learned based on events and/or a character's actions.
	3.7.4	Analyze the effect of an author's use of first-person point of view, third-person limited point of view, and third-person omniscient point of view.
	3.7.5	Analyze the use of imagery, figurative language, and sound devices.
	3.7.6	Explain how the use of words and phrases reveals tone; analyze how words and phrases create mood; explain the use of irony.
	3.7.7	Make inferences about an author's culture and historical viewpoints.
	3.7.8	Make and revise predictions based on evidence.
	3.7.A1	Explain an author's use of symbolism.
Expository Text	4.7.1	Identify and explain the use of text features to comprehend, interpret, and evaluate information for specific purposes.
	4.7.2	Explain the use of figurative language and analogies; explain words and phrases that reveal an author's tone; explain how language is used for persuasion and propaganda; explain the effects of persuasive and/or propaganda techniques.
	4.7.3	Describe a main idea and a theme based on evidence; evaluate the impact of sequential and/or chronological order; compare and contrast events; evaluate a cause and its effect on events and/or relationships; evaluate a problem and its solution; trace the development of an author's argument, viewpoint, and/or perspective.
	4.7.4	Make inferences about an author's culture and historical viewpoints.
	4.7.5	Use information to answer specific questions; make connections to self, other text, and/or the world.
	4.7.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; evaluate author's use of facts and/or opinions.
Effective Writing	5.7.1	Use prewriting strategies to plan written work; choose and narrow a topic; organize ideas.
	5.7.2	Draft multiple-paragraph papers that address audience and purpose; include an introduction, supporting details, transitions, and a conclusion.
	5.7.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency.
	5.7.4	Edit for correct use of mechanics: internal and external punctuation, capitalization (name, title, date, holiday, place, organization/group, first word of a sentence, quotation, and salutation/closing in letters), and spelling (high frequency and content words).
	5.7.5	Edit for correct word usage: nouns, pronouns, pronoun case, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases.
	5.7.6	Edit for use of correct sentence structure; edit sentences for elimination of fragments and run-ons.
	5.7.7	Select a publishing format appropriate to audience and purpose; prepare a legible final draft.
Types of Writing	6.7.1	Write expository essays and compositions; include a beginning, a middle, and an end; include a thesis statement, appropriate topic sentences, supporting details, transitions, and concluding statements; use various organizational structures including compare/contrast and cause/effect.
	6.7.2	Write multiple-paragraph narrative/descriptive papers appropriate to audience and purpose; include a logical sequence, characters, setting, plot, dialogue, figurative language, and sensory details.
	6.7.4	Write literary analyses; summarize literary information.
	6.7.5	Write analyses of expository text.
	6.7.6	Write persuasive essays and compositions appropriate to audience and purpose; include a thesis statement and relevant supporting evidence.
	6.7.7	Write a variety of communications in appropriate formats.
	6.7.9	Evaluate credibility of resources; write research papers by paraphrasing and summarizing information from primary and secondary sources.
	6.7.A1	Summarize expository information.
Listening	7.7.2	Listen for and evaluate the use of public speaking techniques.
	7.7.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data.
Speaking	8.7.3	Use public speaking techniques to deliver presentations; express an opinion; defend a position using evidence.

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Grade Eight Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.8.4	Comprehend, build, and extend vocabulary using context clues and structural analysis; use resources to confirm meaning of unknown words.
	1.8.5	Apply knowledge of content-specific vocabulary in text to build comprehension; read silently and/or aloud fluently.
	1.8.A1	Analyze idioms, analogies, metaphors, and similes to infer meaning.
Reading Strategies	2.8.1	Select and use before-reading strategies appropriate to text and purpose: set purpose for reading and determine text type.
	2.8.2	Select and use during-reading strategies appropriate to text and purpose: use self-correcting strategies and adjust reading rate.
	2.8.3	Select and use after-reading strategies appropriate to text and purpose; evaluate the effectiveness of reading strategies.
Literary Text	3.8.1	Analyze setting; analyze plot development with a focus on climax, resolution, and turning point; describe internal and external conflict; describe main plot and subplots; analyze how one event may cause another event; analyze an author's use of flashback; analyze an author's use of foreshadowing; make inferences and draw conclusions about setting and plot based on evidence.
	3.8.2	Analyze methods of characterization; describe the motivation for a character's actions; explain the author's development of a character; make inferences and draw conclusions about a character(s) based on evidence.
	3.8.3	Describe a theme; explain a lesson learned based on events and/or a character's actions.
	3.8.4	Analyze the effect of an author's use of first-person point of view, third-person limited point of view, and third-person omniscient point of view.
	3.8.5	Analyze the use and purpose of imagery, figurative language, and sound devices.
	3.8.6	Explain the use of stylistic devices to create tone and mood; analyze how words and phrases create mood; explain the use of irony.
	3.8.7	Analyze the influence of historical events and cultures on authors' works.
	3.8.8	Make and revise predictions based on evidence.
	3.8.A1	Analyze an author's use of symbolism.
Expository Text	4.8.1	Identify and explain the use of text features to comprehend, interpret, and evaluate information for specific purposes.
	4.8.2	Analyze the use of figurative language and analogies; explain words and phrases that reveal an author's tone; explain how language is used for persuasion and propaganda; analyze effects of persuasive and/or propaganda techniques.
	4.8.3	Describe a main idea based on evidence; analyze a theme based on evidence; evaluate the impact of sequential and/or chronological order; compare and contrast events; evaluate a cause and its effect on events and/or relationships; evaluate a problem and its solution; analyze the development of an author's argument, viewpoint, and/or perspective.
	4.8.4	Make inferences about an author's cultural and historical viewpoints; analyze the influence of historical events and culture on an author's works.
	4.8.5	Use information to answer specific questions; make connections to self, other text, and/or the world.
	4.8.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; evaluate an author's use of facts and/or opinions.
Effective Writing	5.8.1	Use prewriting strategies to plan written work; choose and narrow a topic; organize ideas.
	5.8.2	Draft multiple-paragraph papers that address audience and purpose; include an introduction, supporting details, transitions, and a conclusion.
	5.8.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency.
	5.8.4	Edit for correct use of mechanics: internal and external punctuation, capitalization, and spelling.
	5.8.5	Edit for correct word usage: nouns, pronouns, pronoun case, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases.
	5.8.6	Edit for use of correct sentence structure; edit sentences for elimination of fragments and run-ons.
	5.8.7	Select a publishing format appropriate to audience and purpose; prepare a legible final draft.
Types of Writing	6.8.1	Write expository essays and compositions appropriate to audience and purpose; use various organizational structures and stylistic devices.
	6.8.2	Write narrative/descriptive compositions appropriate to audience and purpose.
	6.8.4	Write literary analyses; summarize literary information.
	6.8.5	Write analyses of expository text.
	6.8.6	Write persuasive essays and compositions appropriate to audience and purpose; include a thesis statement and relevant supporting evidence; use an appropriate organizational structure, including problem/solution; use a variety of rhetorical strategies.
	6.8.7	Write a variety of communications in appropriate formats.
	6.8.9	Evaluate credibility of resources; write research papers by paraphrasing and summarizing information from primary and secondary sources.
	6.8.A1	Summarize expository information.
Listening	7.8.2	Listen for and evaluate the use of public speaking techniques; listen to and evaluate the logic of a speaker's argument.
	7.8.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data.
Speaking	8.8.3	Use public speaking techniques to deliver presentations; express an opinion; defend a position applying logic and citing evidence.

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Grade Nine - Twelve Standards for English Language Arts

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standard
Word Analysis	1.12.4	Comprehend, build, and extend vocabulary using context clues and structural analysis; use resources to confirm meaning of unknown words.
	1.12.5	Apply knowledge of content-specific vocabulary in text to build comprehension.
Reading Strategies	2.12.1	Select and use before-reading strategies appropriate to text and purpose.
	2.12.2	Select and use during-reading strategies appropriate to text and purpose.
	2.12.3	Select and use after-reading strategies appropriate to text and purpose; evaluate the effectiveness of reading strategies.
Literary Text	3.12.1	Analyze setting; analyze plot development; describe internal and external conflict; describe main plot and subplots; analyze how one event may cause another event; analyze an author's use of flashback; analyze an author's use of foreshadowing; make inferences and draw conclusions about setting and plot based on evidence.
	3.12.2	Evaluate methods of characterization; describe the motivation for a character's actions; analyze an author's development of characters; make inferences and draw conclusions about a character(s) based on evidence.
	3.12.3	Analyze a theme; explain a lesson learned based on events and/or a character's actions.
	3.12.4	Evaluate the effect of an author's use of first-person point of view, third-person limited point of view, and third-person omniscient point of view.
	3.12.5	Evaluate the use and purpose of imagery, figurative language, and sound devices.
	3.12.6	Evaluate the use of stylistic devices to create tone and mood; explain the use of irony.
	3.12.7	Analyze the influence of historical events and culture on authors' works.
	3.12.8	Make and revise predictions based on evidence.
	3.12.A1	Analyze an author's use and purpose of symbolism.
Expository Text	4.12.1	Identify and explain the use of text features to comprehend, interpret, and evaluate information for specific purposes.
	4.12.2	Analyze the use of figurative language and analogies; explain words and phrases that reveal an author's tone; explain how language is used for the purpose of persuasion and propaganda; evaluate effects of persuasive and/or propaganda techniques.
	4.12.3	Describe a main idea based on evidence; analyze a theme based on evidence; evaluate the impact of sequential and/or chronological order; compare and contrast events; evaluate a cause and its effect on events and/or relationships; evaluate a problem and its solution; evaluate the development of an author's argument, viewpoint, and/or perspective.
	4.12.4	Make inferences about an author's culture and historical viewpoints; evaluate the influence of historical events and culture on an author's works.
	4.12.5	Use information to answer specific questions.
	4.12.6	Make and revise predictions based on evidence; make inferences and draw conclusions based on evidence; evaluate an author's use of facts and/or opinions; predict events and/or relationships if sequence or chronological order is altered.
Effective Writing	5.12.1	Use prewriting strategies to plan written work.
	5.12.2	Draft multiple-paragraph papers that address audience and purpose; include an introduction, supporting details, transitions, and a conclusion.
	5.12.3	Revise drafts for audience, purpose, focused ideas, organization, relevant details, voice, and word choice; combine sentences to improve sentence fluency.
	5.12.4	Edit for correct use of mechanics: internal and external punctuation, capitalization, and spelling.
	5.12.5	Edit for correct word usage: nouns, pronouns, pronoun case, verbs, adjectives, adverbs, subject/verb agreement, verb tenses, pronoun/antecedent agreement, clauses, and phrases.
	5.12.6	Edit for use of correct sentence structure; edit sentences for elimination of fragments and run-ons.
	5.12.7	Select a publishing format appropriate to audience and purpose; prepare a legible final draft.
Types of Writing	6.12.1	Write expository essays and compositions appropriate to audience and purpose; use various organizational structures and stylistic devices.
	6.12.2	Write narrative/descriptive compositions appropriate to audience and purpose.
	6.12.4	Write literary analyses; summarize literary information.
	6.12.5	Write analyses of expository text.
	6.12.6	Write persuasive essays and compositions appropriate to audience and purpose.
	6.12.7	Write a variety of communications in appropriate formats.
	6.12.9	Evaluate credibility of resources; write research papers by analyzing information from primary and secondary sources, paraphrasing and summarizing information, and citing sources using a specified style manual.
	6.12.A1	Summarize expository information.
Listening	7.12.5	Listen to, provide, and evaluate constructive feedback; solve problems by identifying, synthesizing, and evaluating data.
Speaking	8.12.3	Use public speaking techniques to deliver presentations.

POWER STANDARDS
MATHEMATICS
K-12

Kindergarten Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.K.3	Recognize, read, and write numbers from 0 - 10. [1.1] Identify ordinal positions first to third. [1.2] Match the number of objects in a set to the correct numeral 0 - 10. [1.3] Recognize relationships of more than, less than, and equal to. [1.4]
	1.K.4	Count to 20 by demonstrating one-to-one correspondence using objects. [1.6]
	1.K.5	Use concrete objects to model simple addition and subtraction. [1.7]
Patterns, Functions, and Algebra	2.K.1	Identify attributes used to sort objects. [2.1]
	2.K.3	Identify and create sets of objects with unequal amounts, describing them as greater than or less than. [2.4]
Measurement	3.K.1	Compare, order, and describe objects by size. [3.1]
	3.K.4	Identify and sort pennies, nickels and dimes. [3.2]
	3.K.6	Recite in order the days of the week. [3.4]
Spatial Relationships, Geometry, and Logic	4.K.1	Identify two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation. [4.1]
	4.K.2	Demonstrate an understanding of relative position words, including before/after, far/near, and over/under, to place objects. [4.2]
	4.K.3	Identify two-dimensional figures (windows are shaped like rectangles) as they appear in the environment. [4.3]
	4.K.4	Identify three-dimensional figures in the environment [4.4]
Data Analysis	5.K.1	Collect, organize, and record data using objects and pictures. [5.1] Represent data in a variety of ways in response to questions posed by teachers. [5.2]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

Grade One Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.1.1	Identify, model, read, and write place value positions of 1's and 10's. [1.1] Identify the value of a given digit in the 1's and 10's place. [1.2]
	1.1.2	Identify and model a whole. [1.3] Identify and model 1/2 as two equal parts of a whole or a set of objects. [1.4]
	1.1.3	Read, write, compare and order numbers from 0 - 100. [1.5] Identify ordinal positions first to tenth. [1.6] Read and write number words to 10. [1.7] Create, compare, and describe sets of objects and numbers from 0 – 100 as greater than, less than, or equal to (>, <, =). [1.8]
	1.1.4	Use number patterns and models to count by 2's, 5's, and 10's to 100. [1.11]
	1.1.5	Identify and model basic addition facts (sums to 10) and the corresponding subtraction facts. [1.12]
	1.1.6	Estimate the number of objects in a set to 10 and verify by counting. [1.14]
	1.1.8	Demonstrate the joining and separating of sets with 20 or fewer objects. [1.16] Model the meaning of addition and subtraction in a variety of ways including the comparison of sets using objects, pictorial representations, and symbols. [1.17] Use mathematical vocabulary and symbols to describe addition, subtraction, and equality. [1.18]
Patterns, Functions, and Algebra	2.1.1	Recognize, describe, label, extend, and create simple repeating patterns using symbols, objects, and manipulatives. [2.2]
	2.1.2	Recognize that unknowns in an addition or subtraction equation represent a missing value that will make the statement true. [2.4]
	2.1.3	Create, compare, and describe sets of objects as greater than, less than, or equal to. [2.5]
Measurement	3.1.1	Compare, order, describe, and represent objects by length and weight. [3.1]
	3.1.2	Compare and measure length and weight using non-standard measurement. [3.2]
	3.1.4	Determine the value of any set of pennies, nickels, and dimes. [3.4]
	3.1.6	Recite in order the months of the year. [3.6] Use a calendar to identify days, weeks, months, and a year. [3.7] Read time to the nearest hour. [3.8]
Spatial Relationships, Geometry, and Logic	4.1.1	Name, sort, and sketch two-dimensional shapes (circles, triangles, rectangles including squares) regardless of orientation. [4.1]
	4.1.2	Demonstrate an understanding of position words, including down/up, left/right, top/bottom, and between/middle, by describing the relative location of objects. [4.2]
	4.1.3	Identify and copy two-dimensional designs that contain a line of symmetry. [4.3]
	4.1.4	Identify and name three-dimensional figures in the environment. [4.4]
Data Analysis	5.1.1	Collect, organize, and record data in response to questions posed by teacher and/or students. [5.1] Use tally marks to represent data. [5.2]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

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Grade Two Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.2.1	Identify, use, and model place value positions of 1's, 10's, and 100's. [1.1]
		Identify the value of a given digit in the 1's, 10's, and 100's place. [1.2]
	1.2.2	Identify equal parts of a whole. [1.3]
		Identify and model the unit fractions 1/2 and 1/4 as equal parts of a whole or sets of objects. [1.4]
	1.2.3	Read, write, compare, and order numbers from 0 - 999. [1.5]
		Identify ordinal positions first to twentieth. [1.6]
		Read and write number words to 20. [1.7]
		Create, compare, and describe sets of objects and numbers from 0 - 999 as greater than, less than, or equal to (>, <, =). [1.8]
	1.2.5	Identify and model basic addition facts (sums to 18) and the corresponding subtraction facts. [1.11]
		Immediately recall basic addition facts (sums to 18) and the corresponding subtraction facts. [1.12]
	1.2.6	Estimate the number of objects in a set to 20 and verify by counting. [1.13]
	1.2.7	Add and subtract one- and two- digit numbers without regrouping. [1.15]
	1.2.8	Generate and solve one-step addition and subtraction problems based on practical situations. [1.16]
		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. [1.17]
		Reinforce the use of mathematical vocabulary and symbols to describe addition, subtraction, and equality. [1.18]
Patterns, Functions, and Algebra	2.2.1	Recognize, describe, extend, and create repeating and increasing patterns using symbols, objects, and manipulatives. [2.2]
		Use patterns and their extensions to solve problems. [2.3]
	2.2.2	Model, explain, and identify missing operations and missing numbers in open number sentences involving number facts in addition and subtraction. [2.4]
	2.2.3	Complete number sentences with the appropriate words and symbols (+, -, =). [2.5]
		Represent mathematical situations using numbers, symbols, and words. [2.6]
Measurement	3.2.1	Compare, order, and describe objects by various measurable attributes for length, weight, and temperature. [3.2]
	3.2.2	Compare objects to standard whole units to find objects that are greater than, less than, and /or equal to a given unit. [3.3]
	3.2.4	Determine the value of any given set of coins. [3.4]
		Use decimals to show money amounts. [3.6]
		Recognize equivalent combinations of coins. [3.7]
	3.2.6	Read time to the nearest half hour and quarter hour. [3.8]
		Use elapsed time in one hour increments, beginning on the hour, to determine start, end, and elapsed time. [3.9]
		Recognize that there are 12 months in 1 year, 7 days in 1 week, and 24 hours in 1 day. [3.10]
Spatial Relationships, Geometry, and Logic	4.2.1	Describe, sketch, and compare two-dimensional shapes regardless of orientation. [4.1]
	4.2.2	Identify congruent and similar shapes (circles, triangles, and rectangles including squares). [4.3]
	4.2.3	Identify figures with symmetry as they appear in the environment. [4.4]
	4.2.4	Identify, name, sort, and describe two- and three-dimensional geometric figures and objects including circle/sphere and square/cube. [4.6]
Data Analysis	5.2.1	Collect, record, and classify data in response to questions posed by teacher and/or students. [5.2]
		Use tables, pictographs, and bar graphs to represent data. [5.3]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

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Grade Three Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.3.1	Identify, use, and model place value positions of 1's, 10's, 100's, and 1,000's [1.1]
		Identify the value of a given digit in the 1's, 10's, 100's, and 1,000's place. [1.2]
	1.3.2	Identify and model the unit fractions 1/2, 1/3, 1/4, 1/6, and 1/8 as equal parts of a whole or sets of objects. [1.5]
		Read and write unit fractions with numbers and words. [1.6]
	1.3.3	Read, write, compare, and order numbers from 0 - 9,999. [1.7]
		Read and write number words to 100. [1.8]
	1.3.5	Immediately recall and use addition and subtraction facts. [1.13]
		Immediately recall multiplication facts (products to 81). [1.14]
	1.3.7	Add and subtract two- and three- digit numbers with and without regrouping. [1.19]
		Add and subtract decimals using money as a model. [1.22]
	1.3.8	Generate and solve two-step addition and subtraction problems and one-step multiplication problems based on practical situations. [1.26]
		Model addition, subtraction, multiplication, and division in a variety of ways. [1.24]
		Use mathematical vocabulary and symbols to describe multiplication and division. [1.27]
Patterns, Functions, and Algebra	2.3.1	Recognize, describe, and create patterns using objects and numbers found in tables, number charts, and charts. [2.2]
		Record results of patterns created using manipulatives, pictures, and numeric representations and describe how they are extended. [2.3]
	2.3.2	Model, explain, and solve open number sentences involving addition, subtraction, and multiplication facts. [2.5]
		Use variables and open sentences to express relationships. [2.6]
	2.3.3	Complete number sentences with the appropriate words and symbols (+, -, >, <, =). [2.7]
Measurement	3.3.1	Compare, order, and describe objects by various measurable attributes for area and volume/capacity. [3.3]
	3.3.2	Select and use appropriate units of measure. [3.6]
		Measure to a required degree of accuracy (to the nearest 1/2 unit). [3.5]
	3.3.4	Determine possible combinations of coins and bills to equal given amounts. [3.9]
		Read, write, and use money notation. [3.10]
		Recognize equivalent relationships between and among bills and coins. [3.11]
	3.3.6	Tell time to the nearest minute, using analog and digital clocks. [3.12]
		Use elapsed time in half-hour increments, beginning on the hour or half-hour, to determine start, end, and elapsed time. [3.13]
		Recognize that there are 60 minutes in 1 hour. [3.14]
Spatial Relationships, Geometry, and Logic	4.3.1	Describe, sketch, compare, and contrast plane geometric figures. [4.1]
	4.3.6	Identify, draw, and describe horizontal, vertical, and oblique lines. [4.7]
Data Analysis	5.3.1	Pose questions that can be used to guide data collection, organization, and representation. [5.1]
		Use graphical representations, including number lines, frequency tables, and pictographs to represent data. [5.2]
	5.3.5	Use informal concepts of probability (certain, likely, unlikely, impossible) to make predictions about future events. [5.4]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

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Grade Four Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.4.1	Identify and use place value positions of whole numbers to one million. [1.1]
	1.4.2	Identify fractions and compare fractions with like denominators using models, drawings, and numbers. [1.6]
	1.4.6	Estimate to determine the reasonableness of an answer to mathematical and practical situations. [1.16]
	1.4.7	Add and subtract multi-digit numbers. [1.18]
		Multiply and divide multi-digit numbers by a one-digit whole number with regrouping, including monetary amounts as decimals. [1.19]
	1.4.8	Generate and solve addition, subtraction, multiplication, and division problems using whole numbers in practical situations. [1.27]
Patterns, Functions, and Algebra	2.4.1	Identify, describe, and represent patterns and relationships in the number system including arithmetic and geometric sequences. [2.2]
	2.4.2	Model, explain, and solve open number sentences involving addition, subtraction, multiplication, and division. [2.4]
		Select the solution to an equation from a given set of numbers. [2.3]
	2.4.3	Complete number sentences with the appropriate words and symbols (+, –, ´, ¸, >, <, =). [2.5]
Measurement	3.4.1	Estimate and convert units of measure for length, area, and weight within the same measurement system (customary and metric). [3.1]
		Estimate temperature in practical situations. [3.2]
	3.4.2	Measure length, area, temperature, and weight to a required degree of accuracy in customary and metric systems. [3.5]
	3.4.4	Determine totals for monetary amounts in practical situations. [3.7]
		Use money notation to add and subtract given monetary amounts. [3.8]
	3.4.6	Use A.M. and P.M. appropriately in describing time. [3.11]
		Use elapsed time in quarter-hour increments, beginning on the quarter-hour, to determine start, end, and elapsed time. [3.9]
		Recognize the number of weeks in a year, days in a year, and days in a month. [3.10]
Spatial Relationships, Geometry, and Logic	4.4.1	Identify, draw, and classify angles, including straight, right, obtuse, and acute. [4.1]
	4.4.2	Identify shapes that are congruent, similar, and/or symmetrical using a variety of methods including transformational motions. [4.3]
	4.4.3	Identify coordinates for a given point in the first quadrant. [4.5]
		Locate points of given coordinates on a grid in the first quadrant. [4.6]
	4.4.4	Identify, describe, and classify two- and three-dimensional figures by relevant properties including the number of vertices, edges, and faces using models. [4.7]
	4.4.6	Identify, draw, label, and describe points, line segments, rays, and angles. [4.9]
Data Analysis	5.4.1	Pose questions that can be used to guide the collection of categorical and numerical data. [5.1]
		Organize and represent data using a variety of graphical representations including frequency tables and line plots. [5.2]
	5.4.3	Interpret data and make predictions using frequency tables and line plots. [5.6]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop the ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

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Grade Five Power Standards for Mathematics

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Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.5.1	Identify and use place value positions of whole numbers and decimals to hundredths. [1.1]
	1.5.2	Add and subtract fractions with like denominators using models, drawings, and numbers. [1.7]
		Compare fractions with unlike denominators using models and drawings, and by finding common denominators. [1.7]
		Identify, model, and compare improper fractions and mixed numbers. [1.8]
	1.5.5	Use multiples of 10 to expand knowledge of basic multiplication and division facts. [1.13]
	1.5.7	Add and subtract decimals. [1.16]
		Multiply and divide decimals by whole numbers in problems representing practical situations. [1.18]
		Use order of operations to evaluate expressions with whole numbers. [1.17]
	1.5.8	Generate and solve addition, subtraction, multiplication, and division problems using whole numbers and decimals in practical situations. [1.19]
Patterns, Functions, and Algebra	2.5.2	Find possible solutions to an inequality involving a variable using whole numbers as a replacement set. [2.2]
		Solve equations with whole numbers using a variety of methods, including inverse operations, mental math, and guess and check. [2.4]
	2.5.3	Complete number sentences with the appropriate words and symbols including ≥, ≤, and ≠. [2.5]
Measurement	3.5.1	Estimate and convert units of measure for weight and volume/capacity within the same measurement system (customary and metric). [3.1]
	3.5.3	Describe the difference between perimeter and area, including the difference in units of measure. [3.6]
	3.5.4	Determine totals, differences, and change due for monetary amounts in practical situations. [3.7]
	3.5.6	Determine equivalent periods of time, including relationships between and among seconds, minutes, hours, days, months, and years. [3.8]
Spatial Relationships, Geometry, and Logic	4.5.1	Identify, classify, compare, and draw triangles and quadrilaterals based on their properties. [4.1]
		Identify and draw circles and parts of circles, describing the relationships between the various parts. [4.2]
	4.5.2	Represent concepts of congruency, similarity, and/or symmetry using a variety of methods including dilation (enlargement/ reduction) and transformational motions. [4.3]
	4.5.3	Graph coordinates representing geometric shapes in the first quadrant. [4.4]
	4.5.4	Predict and describe the effects of combining, dividing, and changing shapes into other shapes. [4.5]
	4.5.6	Identify, draw, label, and describe planes, parallel lines, intersecting lines, and perpendicular lines. [4.7]
	4.5.9	Represent relationships using Venn diagrams. [4.10]
Data Analysis	5.5.1	Pose questions that can be used to guide the collection of categorical and numerical data. [5.2]
		Organize and represent data using a variety of graphical representations including stem-and-leaf plots and histograms. [5.1]
	5.5.2	Compute range. [5.5]
		Model and compute the measures of central tendency for mean, median, and mode. [5.4]
	5.5.3	Interpret data and make predictions using stem-and-leaf plots and histograms. [5.3]
	5.5.4	Represent and solve problems involving combinations using a variety of methods. [5.7]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts. Students will do this in order to formulate their own problems, apply previous experiences and knowledge to new problems, explain and verify results, try more than one strategy in problem solving, and use technology, including calculators to develop mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing. Students will do this in order to use inquiry techniques, physical materials, models, pictures, or writing to represent mathematical ideas. Students will identify and translate key words that imply mathematical operations, and use everyday language, both orally and in writing, to communicate strategies and solutions to mathematical problems.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas. Students will do this in order to draw logical conclusions, discuss the steps used to solve a mathematical problem, and justify and explain the solutions to problems using physical models.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole. Students will do this in order to apply mathematical thinking and modeling to solve problems that arise in other disciplines and view mathematics as an integrated whole in order to identify mathematics used in everyday life.

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Grade Six Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.6.1	Identify and use place value positions to thousandths. [1.2]
	1.6.2	Add and subtract fractions with unlike denominators. [3.1]
		Multiply and divide with fractions using models, drawings, and numbers. [3.1]
		Use models to translate among fractions, decimals, and percents. [3.3]
	1.6.3	Read, write, compare and order groups of fractions, groups of decimals, and groups of percents. [1.1]
	1.6.5	Identify equivalent expressions between and among fractions, decimals, and percents. [3.4]
	1.6.6	Estimate using fractions, decimals, and percents. [1.5]
		Use estimation strategies in mathematical and practical situations. [1.5]
	1.6.7	Calculate using fractions, decimals, and percents in mathematical and practical situations. [3.1]
		Use order of operations to evaluate expressions with integers. [1.3]
	1.6.8	Use the concepts of number theory, including prime and composite numbers, factors, multiples, and the rules of divisibility to solve problems. [2.6]
Patterns, Functions, and Algebra	2.6.1	Use and create tables and charts to extend a pattern in order to describe a rule for input/output tables and to find missing terms in a sequence. [1.4, 2.5]
	2.6.2	Evaluate formulas and algebraic expressions using whole number values. [1.3]
		Solve and graphically represent equations and simple inequalities in one variable. [2.2]
	2.6.4	When given a rule relating two variables, create a table and represent the ordered pairs on a coordinate plane. [4.1]
Measurement	3.6.1	Estimate and compare corresponding units of measure for temperature, length, and weight/mass between customary and metric systems. [6.3, 6.4]
	3.6.2	Given two measurements of the same object, select the one that is more precise. [6.1]
		Explain how the size of the unit of measure used effects precision. [6.2]
	3.6.3	Select, model, and apply formulas to find the perimeter, circumference, and area of plane figures. [5.5, 5.6]
	3.6.4	Compare and use unit cost in practical situations. [5.2]
	3.6.5	Write and apply ratios in mathematical and practical problems involving measurement and monetary conversions. [5.1]
	3.6.6	Use equivalent periods of time to solve practical problems. [5.3]
Spatial Relationships, Geometry, and Logic	4.6.1	Measure angles using a protractor. [6.10]
		Identify, classify, compare, and draw regular and irregular quadrilaterals. [6.5, 6.6, 6.7, 6.8]
		Identify, draw, and use central angles to represent fractions of a circle. [6.11]
	4.6.2	Determine actual measurements represented on scale drawings [6.17]
		Convert actual measurements to scale. [6.18]
	4.6.3	Using a coordinate plane, identify and locate points. [6.20]
		Graph coordinates representing geometric shapes in all four quadrants on a coordinate plane. [4.2]
	4.6.6	Draw, identify, and find measures of complementary and supplementary angles using arithmetic and geometric methods. [6.12, 6.13]
Data Analysis	5.6.1	Pose questions that guide the collection of data. [4.3]
		Organize and represent data using a variety of graphical representations including circle graphs and scatter plots. [4.4]
	5.6.2	Select and apply the measures of central tendency to describe data. [4.7]
	5.6.3	Analyze the effect a change of graph type has on the interpretation of a set of data. [4.6]
		Interpret data and make predictions using circle graphs and scatterplots. [4.5, 4,9]
	5.6.4	Find the number of outcomes for a specific event by constructing sample spaces and tree diagrams. [7.3]
	5.6.5	Find experimental probability using concrete materials. [7.1]
		Represent the results of simple probability experiments as fractions, decimals, percents, and ratios to make predictions about future events. [7.2]
	5.6.6	Analyze various representations of a set of data to draw conclusions and make predictions. [4.8]
		Describe the limitations of various graphical representations. [4.10]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Grade Seven Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.7.2	Translate among fractions, decimals, and percents including fractional percents. [2.3]
	1.7.3	Compare and order a combination of rational numbers, including fractions, decimals, percents, and integers in mathematical and practical situations. [2.2]
	1.7.5	Identify absolute values of integers. [1.5]
	1.7.6	Generate a reasonable estimate for a computation using a variety of methods. [1.8]
		Select and round to the appropriate significant digit. [1.9]
	1.7.7	Calculate with integers and other rational numbers to solve mathematical and practical situations. [1.2]
		Use order of operations to evaluate expressions and solve one-step equations (containing rational numbers). [1.2, 1.3]
	1.7.8	Identify and apply the distributive, commutative, and associative properties of rational numbers to solve problems. [1.10, 1.11]
Patterns, Functions, and Algebra	2.7.1	Use and create tables, charts, and graphs to extend a pattern in order to describe a linear rule, including integer values.
	2.7.2	[3.2]
		Evaluate formulas and algebraic expressions for given integer values. [1.4, 3.3]
	2.7.4	Solve and graphically represent equations and inequalities in one variable with integer solutions. [3.10]
	2.7.5	Generate and graph a set of ordered pairs to represent a linear equation. [3.7]
		Identify linear equations and inequalities. [3.11]
		Model and solve equations using concrete and visual representations. [3.12, 3.13]
Measurement	3.7.1	Estimate and compare corresponding units of measure for area and volume/capacity between customary and metric systems. [6.1, 6.3]
	3.7.3	Select, model, and apply formulas to find the volume and surface area of solid figures [6.5, 6.6]
	3.7.4	Calculate simple interest in monetary problems. [4.4]
	3.7.5	Write and apply proportions to solve mathematical and practical problems involving measurement and monetary conversions. [4.2]
	3.7.6	Use elapsed time to solve practical problems. [4.5]
Spatial Relationships, Geometry, and Logic	4.7.1	Identify, classify, compare, and draw regular and irregulars polygons. [6.7, 6.8, 6.10, 6.11]
		Find and verify the sum of the measures of interior angles of triangles and quadrilaterals. [6.21]
	4.7.3	Demonstrate translation, reflection, and rotation using coordinate geometry and models. [6.22]
		Describe the location of the original figure and its transformation on a coordinate plane. [6.18]
	4.7.5	Determine slope of a line, midpoint of a segment, and the horizontal and vertical distance between two points using coordinate geometry. [6.23]
	4.7.6	Describe the geometric relationships of parallel lines, perpendicular lines, triangles, quadrilaterals and bisectors. [6.12]
	4.7.7	Model the Pythagorean Theorem and solve for the hypotenuse. [6.24, 6.25]
Data Analysis	5.7.1	Formulate questions that guide the collection of data. [5.1]
		Organize, display, and read data using the appropriate graphical representations (with and without technology). [5.2]
	5.7.2	Interpret graphical representations of data to describe patterns, trends, and data distribution. [5.3]
	5.7.4	Find the number of permutations possible for an event in mathematical and practical situations. [7.1]
	5.7.5	Find the theoretical probability of an event using different counting methods including sample spaces and compare that probability with experimental results. [7.2, 7.4]
		Represent the probability of an event as a number between 0 and 1. [7.5]
	5.7.6	Interpolate and extrapolate from data to make predications for a given set of data. [5.4, 5.5]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Grade Eight Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.8.1	Represent numbers using scientific notation in mathematical and practical situations. [2.2]
	1.8.2	Translate among fractions, decimals, and percents, including percents greater than 100 and percents less than 1. [2.3]
		Explain and use the relationship among equivalent representations of rational numbers in mathematical and practical situations. [2.24]
	1.8.3	Compare and order real numbers, including powers of whole numbers in mathematical and practical situations. [4.3]
	1.8.5	Identify perfect squares to 225 and their corresponding square roots. [4.1]
	1.8.6	Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations. [2.23]
	1.8.7	Calculate with real numbers to solve mathematical and practical situations. [1.5, 1.6]
		Use order of operations to solve equations in the real number system. [1.12]
Patterns, Functions, and Algebra	2.8.1	Find the missing term in a numerical sequence or a pictorial representation of a sequence. [6.5]
	2.8.2	Evaluate formulas and algebraic expressions using rational numbers (with and without technology). [1.1, 1.10]
		Solve and graphically represent equations and inequalities in one variable, including absolute value. [1.21]
	2.8.3	Add and subtract binomials. [6.2, 6.3]
	2.8.4	Identify, model, describe, and evaluate functions (with and without technology). [3.1, 3.2]
		Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations (with and without technology). [3.5]
	2.8.5	Solve linear equations and represent the solution graphically. [1.17, 1.18]
		Solve inequalities and represent the solution on a number line. [1.20]
	2.8.6	Describe how changes in the value of one variable affect the values of the remaining variables in a relation. [4.13]
Measurement	3.8.1	Estimate and convert units of measure for mass and capacity within the same measurement system (customary and metric). [4.14]
	3.8.2	Demonstrate an understanding of precision, error, and tolerance when using appropriate measurement tools. [4.15]
	3.8.3	Identify how changes in a dimension of a figure effect changes in its perimeter, area, and volume. [4.13]
	3.8.4	Calculate percents in monetary problems. [2.20]
	3.8.5	Apply ratios and proportions to calculate rates and solve mathematical and practical problems using indirect measure. [2.10, 2.11, 2.19]
Spatial Relationships, Geometry, and Logic	4.8.1	Find and use the sum of the measures of interior angles of polygons. [4.5]
	4.8.2	Apply the properties of equality and proportionality to congruent or similar shapes. [2.12, 2.13]
	4.8.3	Demonstrate dilation using coordinate geometry and models. [7.6]
		Describe the relationship between the original figure and its transformation or dilation. [7.8]
	4.8.5	Calculate slope, midpoint, and distance using equations and formulas (with and without technology). [4.4]
		Determine the *x*- and *y*- intercepts of a line. [3.3, 3.4]
	4.8.6	Form generalizations and validate conclusions about geometric figures and their properties. [4.16]
	4.8.7	Verify and explain the Pythagorean Theorem using a variety of methods. [4.17]
		Determine the measure of the missing side of a right triangle. [4.2]
Data Analysis	5.8.1	Formulate questions and design a study that guides the collection of data. [5.3]
		Organize, display, and read data including box-and-whisker plots (with and without technology). [5.1, 5.2]
	5.8.2	Select and apply appropriate measures of data distribution using interquartile range and central tendency. [5.10]
	5.8.3	Evaluate statistical arguments that are based on data analysis for accuracy and validity. [5.11]
	5.8.4	Find the number of combinations possible in mathematical and practical situations. [2.16]
		Distinguish between permutations and combinations. [5.5]
	5.8.5	Differentiate between the probability of an event and the odds of an event. [2.25]
	5.8.6	Formulate reasonable inferences and predictions through interpolation and extrapolation of data to solve practical problems. [5.4]
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Pre-Algebra 8 Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the benchmark calendar and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.8.3	Compare and order real numbers, including powers of whole numbers in mathematical and practical situations.
	1.8.5	Identify perfect squares to 225 and their corresponding square roots.
	1.8.6	Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.
	1.8.7	Calculate with real numbers to solve mathematical and practical situations.
		Use order of operations to solve equations in the real number system.
	1.12.6	Determine an approximate value of radical and exponential expressions using a variety of methods.
	1.12.7	Solve mathematical problems involving exponents and roots.
		Perform addition, subtraction, and scalar multiplication on matrices.
	1.12.8	Identify and apply real number properties to solve problems.
Patterns, Functions, and Algebra	2.8.2	Evaluate formulas and algebraic expressions using rational numbers (with and without technology).
		Solve and graphically represent equations and inequalities in one variable, including absolute value.
	2.8.5	Solve linear equations and represent the solution graphically.
		Solve inequalities and represent the solution on a number line.
	2.12.2	Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations.
	2.12.3	Add, subtract, multiply, and factor 1st and 2nd degree polynomials connecting the arithmetic and algebraic processes.
		Simplify algebraic expressions, including exponents, and radicals.
	2.12.4	Determine the domain and range of functions, including linear, quadratic, and absolute value, algebraically and graphically.
		Solve absolute value equations and inequalities both algebraically and graphically.
	2.12.5	Solve systems of two linear equations algebraically and graphically and verify solutions (with and without technology).
Measurement	3.8.3	Identify how changes in a dimension of a figure effect changes in its perimeter, area and volume.
	3.12.2	Justify, communicate, and differentiate between precision, error, and tolerance in practical problems.
	3.12.3	Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.
	3.12.4	Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.
	3.12.5	Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems.
Spatial Relationships, Geometry, and Logic	4.8.2	Apply the properties of equality and proportionality to congruent or similar shapes.
	4.8.3	Demonstrate dilation using coordinate geometry and models.
		Describe the relationship between the original figure and its transformation or dilation.
	4.8.5	Calculate slope, midpoint, and distance using equations and formulas (with and without technology).
		Determine the *x*- and *y*- intercepts of a line.
	4.8.6	Form generalizations and validate conclusions about geometric figures and their properties.
	4.12.1	Identify and use the parts of a circle to solve mathematical and practical problems.
		Identify and apply properties of interior and exterior angles of polygons to solve mathematical and practical problems.
	4.12.2	Apply properties of similarity through right triangle trigonometry to find missing angles and sides.
	4.12.5	Determine the slope of lines using coordinate geometry and algebraic techniques.
		Identify parallel, perpendicular, and intersecting lines by slope.
		Graph linear equations and find possible solutions to those equations using coordinate geometry.
		Find possible solution sets of systems of equations whose slopes indicate parallel, perpendicular, or intersecting lines.
	4.12.6	Solve problems using complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal and angles in polygons.
	4.12.7	Apply the Pythagorean Theorem and its converse in mathematical and practical situations.
	4.12.9	Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.
Data Analysis	5.12.1	Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Algebra 1 Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the benchmark calendar and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.8.1	Represent numbers using scientific notation in mathematical and practical situations.
	1.8.3	Compare and order real numbers, including powers of whole numbers in mathematical and practical situations.
	1.8.5	Identify perfect squares to 225 and their corresponding square roots.
	1.8.6	Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.
	1.8.7	Calculate with real numbers to solve mathematical and practical situations.
		Use order of operations to solve equations in the real number system.
	1.12.6	Determine an approximate value of radical and exponential expressions using a variety of methods.
	1.12.7	Solve mathematical problems involving exponents and roots.
		Perform addition, subtraction, and scalar multiplication on matrices.
	1.12.8	Identify and apply real number properties to solve problems.
Patterns, Functions, and Algebra	2.8.2	Evaluate formulas and algebraic expressions using rational numbers (with and without technology).
		Solve and graphically represent equations and inequalities in one variable, including absolute value.
	2.8.4	Identify, model, describe, and evaluate functions (with and without technology).
		Translate among verbal descriptions, graphic, tabular, and algebraic representations of mathematical situations (with and without technology).
	2.8.5	Solve linear equations and represent the solution graphically.
		Solve inequalities and represent the solution on a number line.
	2.8.6	Describe how changes in the value of one variable affect the values of the remaining variables in a relation.
	2.12.1	Use algebraic expressions to identify and describe the n^{th} term of a sequence.
	2.12.2	Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations.
	2.12.3	Add, subtract, multiply, and factor 1^{st} and 2^{nd} degree polynomials connecting the arithmetic and algebraic processes.
		Simply algebraic expressions, including exponents and radicals.
	2.12.4	Determine the domain and range of functions, including linear, quadratic, and absolute value, algebraically and graphically.
		Solve absolute value equations and inequalities both algebraically and graphically.
	2.12.5	Solve systems of two linear equations algebraically and graphically and verify solutions (with and without technology).
	2.12.6	Solve mathematical and practical problems involving linear and quadratic equations with a variety of methods, including discrete methods (with and without technology).
Measurement	3.8.5	Apply ratios and proportions to calculate rates and solve mathematical and practical problems using indirect measure.
	3.12.1	Estimate and convert between customary and metric systems.
	3.12.3	Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.
	3.12.5	Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems.
Spatial Relationships, Geometry, and Logic	4.8.5	Calculate slope, midpoint, and distance using equations and formulas (with and without technology).
		Determine the *x*- and *y*- intercepts of a line.
	4.8.6	Form generalizations and validate conclusions about geometric figures and their properties.
	4.12.5	Determine the slope of lines using coordinate geometry and algebraic techniques.
		Identify parallel, perpendicular, and intersecting lines by slope.
		Graph linear equations and find possible solutions to those equations using coordinate geometry.
		Find possible solution sets of systems of equations whose slopes indicate parallel, perpendicular, or intersecting lines.
	4.12.7	Apply the Pythagorean Theorem and its converse in mathematical and practical situations.
	4.12.9	Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.
Data Analysis	5.8.6	Formulate reasonable inferences and predictions through interpolation and extrapolation of data to solve practical problems.
	5.12.1	Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Geometry Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the benchmark calendar and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.8.3	Compare and order real numbers, including powers of whole numbers in mathematical and practical situations.
	1.8.5	Identify perfect squares to 225 and their corresponding square roots.
	1.8.6	Use estimation strategies to determine the reasonableness of an answer in mathematical and practical situations.
	1.8.7	Calculate with real numbers to solve mathematical and practical situations.
		Use order of operations to solve equations in the real number system.
	1.12.6	Determine an approximate value of radical and exponential expressions using a variety of methods.
	1.12.7	Solve mathematical problems involving exponents and roots.
		Perform addition, subtraction, and scalar multiplication on matrices.
	1.12.8	Identify and apply real number properties to solve problems.
Patterns, Functions, and Algebra	2.8.2	Evaluate formulas and algebraic expressions using rational numbers (with and without technology).
		Solve and graphically represent equations and inequalities in one variable, including absolute value.
	2.8.5	Solve linear equations and represent the solution graphically.
		Solve inequalities and represent the solution on a number line.
	2.12.2	Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations.
	2.12.3	Add, subtract, multiply, and factor 1st and 2nd degree polynomials connecting the arithmetic and algebraic processes.
		Simplify algebraic expressions, including exponents, and radicals.
	2.12.4	Determine the domain and range of functions, including linear, quadratic, and absolute value, algebraically and graphically.
		Solve absolute value equations and inequalities both algebraically and graphically.
	2.12.5	Solve systems of two linear equations algebraically and graphically and verify solutions (with and without technology).
Measurement	3.8.3	Identify how changes in a dimension of a figure effect changes in its perimeter, area and volume.
	3.12.2	Justify, communicate, and differentiate between precision, error, and tolerance in practical problems.
	3.12.3	Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.
	3.12.4	Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.
	3.12.5	Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems.
Spatial Relationships, Geometry, and Logic	4.8.2	Apply the properties of equality and proportionality to congruent or similar shapes.
	4.8.3	Demonstrate dilation using coordinate geometry and models.
		Describe the relationship between the original figure and its transformation or dilation.
	4.8.5	Calculate slope, midpoint, and distance using equations and formulas (with and without technology).
		Determine the *x*- and *y*- intercepts of a line.
	4.8.6	Form generalizations and validate conclusions about geometric figures and their properties.
	4.12.1	Identify and use the parts of a circle to solve mathematical and practical problems.
		Identify and apply properties of interior and exterior angles of polygons to solve mathematical and practical problems.
	4.12.2	Apply properties of similarity through right triangle trigonometry to find missing angles and sides.
	4.12.5	Determine the slope of lines using coordinate geometry and algebraic techniques.
		Identify parallel, perpendicular, and intersecting lines by slope.
		Graph linear equations and find possible solutions to those equations using coordinate geometry.
		Find possible solution sets of systems of equations whose slopes indicate parallel, perpendicular, or intersecting lines.
	4.12.6	Solve problems using complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal and angles in polygons.
	4.12.7	Apply the Pythagorean Theorem and its converse in mathematical and practical situations.
	4.12.9	Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.
Data Analysis	5.12.1	Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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Grade Twelve Power Standards for Mathematics

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the benchmark calendar and course syllabi. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Numbers, Number Sense, and Computation	1.8.1	Represent numbers using scientific notation in mathematical and practical situations.
	1.8.2	Translate among fractions, decimals, and percents, including percents greater than 100 and percents less than 1.
		Explain and use the relationship among equivalent representations of rational numbers in mathematical and practical situations.
	1.8.3	Compare and order real numbers, including powers of whole numbers in mathematical and practical situations.
	1.8.5	Identify perfect squares to 225 and their corresponding square roots.
	1.12.6	Determine an approximate value of radical and exponential expressions using a variety of methods.
	1.12.7	Solve mathematical problems involving exponents and roots.
		Perform addition, subtraction, and scalar multiplication on matrices.
	1.12.8	Identify and apply real number properties to solve problems.
Patterns, Functions, and Algebra	2.8.2	Evaluate formulas and algebraic expressions using rational numbers (with and without technology).
		Solve and graphically represent equations and inequalities in one variable, including absolute value.
	2.12.1	Use algebraic expressions to identify and describe the n^{th} term of a sequence.
	2.12.2	Isolate any variable in given equations, inequalities, proportions, and formulas to use in mathematical and practical situations.
	2.12.3	Add, subtract, multiply, and factor 1^{st} and 2^{nd} degree polynomials connecting the arithmetic and algebraic processes.
		Simply algebraic expressions, including exponents and radicals.
	2.12.4	Determine the domain and range of functions, including linear, quadratic, and absolute value, algebraically and graphically.
		Solve absolute value equations and inequalities both algebraically and graphically.
	2.12.5	Solve systems of two linear equations algebraically and graphically and verify solutions (with and without technology).
	2.12.6	Solve mathematical and practical problems involving linear and quadratic equations with a variety of methods, including discrete methods (with and without technology).
Measurement	3.12.1	Estimate and convert between customary and metric systems.
	3.12.2	Justify, communicate, and differentiate between precision, error, and tolerance in practical problems.
	3.12.3	Select and use appropriate measurement tools, techniques, and formulas to solve problems in mathematical and practical situations.
	3.12.4	Interpret and apply consumer data presented in charts, tables, and graphs to make informed financial decisions related to practical applications.
	3.12.5	Determine the measure of unknown dimensions, angles, areas, and volumes using relationships and formulas to solve problems
Spatial Relationships, Geometry, and Logic	4.8.3	Demonstrate dilation using coordinate geometry and models.
		Describe the relationship between the original figure and its transformation or dilation.
	4.12.1	Identify and use the parts of a circle to solve mathematical and practical problems.
		Identify and apply properties of interior and exterior angles of polygons to solve mathematical and practical problems.
	4.12.2	Apply properties of similarity through right triangle trigonometry to find missing angles and sides.
	4.12.5	Determine the slope of lines using coordinate geometry and algebraic techniques.
		Identify parallel, perpendicular, and intersecting lines by slope.
		Graph linear equations and find possible solutions to those equations using coordinate geometry.
		Find possible solution sets of systems of equations whose slopes indicate parallel, perpendicular, or intersecting lines.
	4.12.6	Solve problems using complementary and supplementary angles, congruent angles, vertical angles, angles formed when parallel lines are cut by a transversal and angles in polygons.
	4.12.7	Apply the Pythagorean Theorem and its converse in mathematical and practical situations.
	4.12.9	Formulate, evaluate, and justify arguments using inductive and deductive reasoning in mathematical and practical situations.
Data Analysis	5.8.6	Formulate reasonable inferences and predictions through interpolation and extrapolation of data to solve practical problems.
	5.12.1	Organize statistical data through the use of tables, graphs, and matrices (with and without technology).
	5.12.2	Select and apply appropriate statistical measures in mathematical and practical situations.
	5.12.3	Distinguish between a sample and a census.
		Identify sources of bias and their effect on data representations and statistical conclusions.
		Use the shape of a normal distribution to compare and analyze data from a sample.
	5.12.4	Apply permutations and combinations to mathematical and practical situations, including the Fundamental Counting Principle.
	5.12.5	Determine the probability of an event with and without replacement using sample spaces.
		Design, conduct, analyze, and effectively communicate the results of multi-stage probability experiments.
Problem Solving	A	Students will develop their ability to solve problems by engaging in developmentally appropriate opportunities where there is a need to use various approaches to investigate and understand mathematical concepts.
Mathematical Communication	B	Students will develop their ability to communicate mathematically by solving problems where there is a need to obtain information from the real world through reading, listening, and observing.
Mathematical Reasoning	C	Students will develop their ability to reason mathematically by solving problems where there is a need to investigate mathematical ideas and construct their own learning in all content areas.
Mathematical Connections	D	Students will develop their ability to make mathematical connections by solving problems where there is a need to view mathematics as an integrated whole.

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POWER STANDARDS

SCIENCE

K-12

Kindergarten Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry* *Science, Technology, and Society*	N.2.A.1 N.2.A.2 N.2.A.3 N.2.B.1 N.2.B.2	Record observations using pictures, words, or numbers. [1.1] Use equipment safely to gather information (magnifying lens, funnel, eye dropper). [1.2] Observe patterns in nature (leaves, feather, night, day, weather conditions). [1.3] Recognize that science can answer questions for all kinds of people. [1.6] Work in a team and share information, observations, and ideas with others. [1.5]
Physical Science *Matter* *Forces and Motion* *Energy*	P.2.A.3 P.2.A.4	Describe materials and properties of objects (size, shape, color). [2.1] Compare objects made of different materials. [2.2]
Earth & Space Science *Atmospheric Processes and the Water Cycle* *Solar System and Universe* *Earth's Composition and Structure*	E.2.A.1 E.2.A.3	State that the sun is a source of heat and light. [3.1] Observe, describe, and record seasonal changes. [3.2]
Life Science *Heredity* *Structure of Life* *Organisms and Their Environment* *Diversity of Life*	L.2.A.1 L.2.B.1 L.2.D.1	Recognize that animals have offspring that are similar to their parents. [4.3] Explain that the five senses are used to investigate the natural world. [4.4] Sort animals by observable characteristics. [4.2]

Grade One Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry* *Science, Technology, and Society*	N.2.A.1 N.2.A.2 N.2.A.3 N.2.B.1 N.2.B.2	Record observations and explanations using pictures, words, and numbers. [1.1] Use equipment safely to gather information (magnifying lens, funnel, eye dropper). [1.2] Make predictions based on observed patterns (night, day, seasons, growth). [1.3] Recognize that science can answer questions for all kinds of people. [1.6] Ask questions based on observations and interactions with others. [1.4]
Physical Science *Matter* *Forces and Motion* *Energy*	P.2.B.1 P.2.B.2 P.2.B.3 P.2.B.4	Describe how to make objects move, stop, change direction and balance. [2.2] Describe how things move in many different ways (straight lines, rolling, revolving, zigzag, vibration, circular) and at different speeds. [2.1, 2.2, 2.3] Explain that magnets can be used to make some objects move without being touched. [2.4] Recognize that things fall to the ground unless something holds them up. [2.5]
Earth and Space Science *Atmospheric Processes and the Water Cycle* *Solar System and Universe* *Earth's Composition and Structure*	E.2.C.1 E.2.C.2 E.2.C.3	Explain that the Earth is composed of different kinds of materials (rocks, soils, water, air). [3.1] Describe the size, shape, texture, color and patterns of rocks. [3.2] Describe the properties of soils (color, texture, composition). [3.3]
Life Science *Heredity* *Structure of Life* *Organisms and Their Environment* *Diversity of Life*	L.2.A.1 L.2A.2 L.2.C.3 L.2.D.1	Explain that plants have seeds that produce the same kind of plant. [4.1] Describe how plants grow and change through their life cycles. [4.4] Explain that plants grow in different place and need certain resources to survive. [4.6] Sort plants by observable characteristics. [4.3]

Grade Two Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry*	N.2.A.1	Record observations using pictures, words, numbers, and charts. [1.1]
	N.2.A.2	Use equipment safely to gather information (pan balance, thermometer, funnel, ruler). [1.3]
	N.2.A.3	Make and justify predictions based on observations. [1.4]
Science, Technology, and Society	N.2.B.1	Explain that many kinds of people do science. [1.8]
	N.2.B.2	Ask questions, cooperate, and contribute ideas within a group. [1.5, 1.6]
Physical Science *Matter*	P.2.A.1	Describe solids and liquids based on similarities and differences. [2.1, 2.2]
	P.2.A.2	Explain that properties of materials can be changed by heating, freezing, mixing, cutting, and bending. [2.3, 2.5]
	P.2.A.3	Categorize materials by observable properties (color, size, shape, and weight). [2.1, 2.2, 2.4]
Forces and Motion	P.2.C.1	Explain that sound is produced by vibrating objects. [2.7]
	P.2.C.2	Describe objects as hot or cold relative to another object. [2.6]
Energy		
Earth and Space Science *Atmospheric Processes and the Water Cycle*	E.2.A.1	Describe how the sun warms the land, air, and water [3.1]
	E.2.A.2	Explain that water on Earth can be a liquid (rain) or a solid (snow and ice) and can go back and forth from one form to another. [3.2]
	E.2.A.3	Describe weather changes from day to day and seasonally. [3.3]
	E.2.A.4	Describe day to day and seasonal weather changes using measurable quantities (temperature, rainfall, wind speed and direction) [3.3]
Solar System and Universe	E.2.B.1	Recognize objects in the sky and display patterns in how they look, where they are located, and how they move. [3.4]
	E.2.B.2	Explain that the Sun rises every day, and the Moon can rise during the day and/or night. [3.4]
Earth's Composition and Structure	E.2.B.3	Explain that the Sun and Moon appear to move across the sky. [3.4]
	E.2.B.4	Explain that the Moon appears to change shape over the course of a month. [3.4]
Life Science *Heredity*	L.2.A.1	Explain that animals have offspring that are the same kind of animal, and that differences exist among individuals of the same kinds of animals. [4.2]
	L.2.A.2	Describe how animals grow and change through their life cycles. [4.3]
Structure of Life	L.2.C.1	Explain that animals use plants and other animals for food. [4.5]
	L.2.C.2	Explain that habitats include food, water, shelter, and space. [4.6]
Organisms and Their Environment	L.2.C.3	Explain that many different kinds of living things exist on Earth. [4.1]
	L.2.D.1	Sort animals by observable characteristics and/or behaviors. [4.8]
	L.2.D.2	Explain that particular features of plants and animals help them live in different kinds of habitats. [4.7]
Diversity of Life		

Grade Three Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry* *Science, Technology, and Society*	N.5.A.1	Explain that scientific progress is made by conducting careful investigations, recording data, and communicating the results in an accurate method. [1.4, 1.5, 1.6]
	N.5.A.3	Draw conclusions from scientific evidence (observations and measurements). [1.5]
	N.5.A.4	Make predictions from graphic representations of data (labeled illustrations, graphs, and charts). [1.5, 1.6]
	N.5.A.5	Use equipment safely to gather information (tri-lens magnifier, stethoscope, metric measurement tools). [1.4]
	N.5.A.7	Organize items and look for observable patterns. [1.7]
	N.5.B.3	Describe the benefits of working with a team and sharing findings. [1.7]
Physical Science *Matter* *Forces and Motion* *Energy*	P.5.A.3	Describe objects in terms of their observable properties (mass, color, temperature, texture). [2.3]
	P.5.C.2	Explain that vibrations produce sound waves. [2.1]
Earth and Space Science *Atmospheric Processes and the Water Cycle* *Solar System and Universe* *Earth's Composition and Structure*	E.5.C.4	Explain that rocks are composed of different combinations of minerals. [3.1, 3.2]
	E.5.C.5	Explain that soil has biological and mineral components and varies from place to place. [3.3]
Life Science *Heredity* *Structure of Life* *Organisms and Their Environment* *Diversity of Life*	L.5.A.3	Explain that offspring resemble their parents and each other, and also exhibit differences in characteristics. [4.1]
	L.5.B.1	Describe the structures that enable plants and animals to grow and survive. [4.4, 4.7]
	L.5.B.2	Compare and contrast the life cycles of various living things. [4.2]
	L.5.C.2	Identify examples of organisms that interact with each other and with the non-living parts of their ecosystem. [4.2, 4.4, 4.5]
	L.5.C.3	Identify changes to an environment that can be beneficial or harmful to plants and animals. [4.6]
	L.5.C.5	Describe plant and animal adaptations that allow them to survive in specific ecosystems. [4.7]
	L.5.D.1	Classify plants and animals according to their observable characteristics. [4.7]

Grade Four Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry* *Science, Technology, and Society*	N.5.A.1	Explain how science notebook entries can be used to develop, communicate, and justify explanations and predictions. [1.1, 1.2, 1.3]
	N.5.A.3	Draw conclusions from scientific evidence (investigations and data). [1.2, 1.3]
	N.5.A.4	Make predictions from labeled illustrations and graphic representations of data (charts, bar graphs, frequency tables). [1.3]
	N.5.A.5	Use equipment and materials safely in investigations (magnet, thermometer, hand lens). [1.5]
	N.5.A.5	Describe how to plan and conduct a simple investigation. [1.4]
	N.5.A.6	Compare a model with what it represents (solar system, electrical circuit, human body models). [1.6]
	N.5.A.7	Use observable patterns to organize information. [1.7]
	N.5.B.1	Explain that many people have contributed to scientific knowledge and invention. [1.8]
	N.5.B.2	Describe the advantages and disadvantages of using technology (electricity, microscope, telescope). [1.9]
	N.5.B.3	Explain the benefits of conducting an investigation with a partner or small group. [1.4, 1.10]
Physical Science *Matter* *Forces and Motion* *Energy*	P.5.A.2	Explain that water can be a liquid, a gas, or a solid and can go back and forth from one form to another. [3.4]
	P.5.A.3	Classify materials by their observable physical and chemical properties (magnetism and conductivity). [2.2, 2.5, 3.1]
	P.5.B.3	Describe the way magnets attract and repel each other and certain kinds of other materials. [2.1]
	P.5.B.4	Explain that electrically charges particles can attract or repel other electrically-charged material. [2.2]
	P.5.C.1	Describe light in terms of simple properties (color, brightness, reflection). [2.3]
	P.5.C.3	Explain that light is usually associated with heat, and that heat is often a byproduct of energy conversion. [2.4]
	P.5.C.4	Explain that heat can move from one object to another by conduction, and some materials conduct heat better than others. [2.5]
	P.5.C.5	Explain the organization of simple electric circuits. [2.6]
Earth and Space Science *Atmospheric Processes and the Water Cycle* *Solar System and Universe* *Earth's Composition and Structure*	E.5.A.2	Describe the water cycle, including the role of the Sun. [3.2]
	E.5.B.1	State that the stars in the sky are not scattered evenly, and they are not all the same brightness or color. [3.8]
	E.5.B.2	Explain that the solar system includes the Sun, planets, and moons. [3.7, 3.9, 3.10] State that the components of our Solar System (planets, moons, sun), as well as the constellations, appear to move through the sky. [3.9]
	E.5.B.4	Explain that the observable objects in the sky appear to move in cyclical patterns. [3.9]
Life Science *Heredity* *Structure of Life* *Organisms and Their Environment* *Diversity of Life*	L.5.A.1	Describe inherited behaviors in animals. [4.1]
	L.5.A.4	Describe variations among individuals within the human population. [4.2]
	L.5.A.5	Describe learned behaviors in animals. [4.1]

Grade Five Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science *Scientific Inquiry* *Science, Technology, and Society*	N.5.A.1	Use evidence from descriptions, models, explanations and predictions to determine if an investigation is a fair test. [1.1, 1.2, 1.3]
	N.5.A.2	Compare results of student investigations with what scientists already know about the world. [1.2, 1.3]
	N.5.A.3	Draw conclusions from scientific evidence (investigation data and text sources). [1.2, 1.3]
	N.5.A.4	Make predictions from tables, charts, and graphs of data (line plots, stem and leaf plots, scatterplots, histograms). [1.5]
	N.5.A.5	Describe how to conduct a safe investigation based on self-generated questions. [1.2, 1.6]
	N.5.A.6	Use models as tools to explain how something works or is constructed (stream table, terrarium, map, globe). [1.7]
	N.5.A.7	Use observable patterns to organize information, and to make predictions. [1.8]
	N.5.B.1	Describe the contributions to scientific knowledge and discovery made by diverse people. [1.9]
Physical Science *Matter* *Forces and Motion* *Energy*	P.5.A.1	Describe how energy can be used to bring about changes in matter. [2.1]
	P.5.A.3	Classify materials by their observable physical and chemical properties (density and solubility). [2.2]
	P.5.A.4	Explain that by combining two or more materials, the properties of the resulting material can be different from the original materials. [2.3]
	P.5.A.5	Explain that the mass of a material remains constant whether it is together, in parts, or in a different state. [2.4]
	P.5.A.6	Explain that material may be composed of parts that are too small to be seen without magnification. [2.5]
	P.5.B.1	Describe how unbalanced forces (push or pull) cause objects to change their motion (speed, direction, or both). [2.6]
	P.5.B.2	Describe how the strength of a force and the mass of an object influence the amount of change in an object's motion. [2.7]
	P.5.B.5	Explain that the Earth's gravity pulls any object toward it without touching it. [2.8]
Earth and Space Science *Atmospheric Processes and the Water Cycle* *Solar System and Universe* *Earth's Composition and Structure*	E.5.A.1	Explain that the Sun is the main source of energy used on the Earth. [3.1]
	E.5.A.4	Describe various meteorological phenomena (flooding, snowstorms, thunderstorms, and drought). [3.3]
	E.5.A.5	Describe air as a substance that surrounds us, takes up space, and moves as wind. [3.4]
	E.5.C.1	Describe how fossils are evidence of past life. [3.5]
	E.5.C.2	Explain that water, wind, and ice constantly change the Earth's land surface through erosion and deposition. [3.6, 3.7, 3.8]
	E.5.C.3	Identify which landforms result from slow processes (erosion and deposition) and from fast processes (volcanoes, earthquakes, landslides, flood, and human activity). [3.6, 3.7, 3.8, 3.9]
Life Science *Heredity* *Structure of Life* *Organisms and Their Environment* *Diversity of Life*	L.5.A.2	State that reproduction is essential for the continuation of every species. [4.2]
	L.5.C.1	Explain the organization of simple food webs. [4.4, 4.5]
	L.5.C.2	Explain that organisms interact with each other and with the non-living parts of their ecosystem. [4.6]
	L.5.C.3	Describe how some environmental conditions are more favorable than others to living things. [3.9, 4.7, 4.10]
	L.5.C.4	Explain that all organisms, including humans, can cause changes in their environments. [3.9, 4.8]
	L.5.C.5	Describe plant and animal adaptations that allow them to survive in specific ecosystems. [4.9, 4.10]
	L.5.D.5	Recognize that fossils are evidence of past life. [3.5]
	L.5.D.5	Explain how differences among individuals within a species give them advantages and/or disadvantages in surviving and reproducing. [4.11]

Grade Six Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to course syllabi.
At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Inquiry	N.8.A.1	Identify and critically evaluate information in data, tables, and graphs.
	N.8.A.2	Critically evaluate information to distinguish between fact and opinion.
	N.8.A.3	Recognize that different explanations can be given for the same evidence.
	N.8.A.4	Design and conduct a controlled experiment.
	N.8.A.5	Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.
	N.8.A.6	Explain that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists.
	N.8.A.7	Use multiple methods for organizing items and information.
Science, Technology, and Society	N.8.B.1	Describe consequences of technologies that can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
	N.8.B.2	Explain that scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion.
Heredity	L.8.A.1	Explain that heredity is the passage of genetic instructions from one generation to the next generation.
	L.8.A.2	Recognize that changes in genes of eggs and sperm can cause changes in inherited characteristics.
	L.8.A.3	Describe how organisms can be bred for specific characteristics.
	L.8.A.4	List some characteristics of an organism that are the result of a combination of interaction with the environment and genetic information.
Structures of Life	L.8.B.1	Explain that all organisms are composed of cells, which are the fundamental units of life.
	L.8.B.2	Explain that cells grow, divide, and take in nutrients which they use to provide energy for cell functions.
	L.8.B.3	Recognize that some organisms are made of just one cell and that multicellular organisms can consist of thousands to millions of cells working together.
	L.8.B.4	Describe how cells combine to form tissues that combine to form organs and organ systems that are specialized to perform life functions.
	L.8.B.5	Explain that disease can result from defects in body systems or from damage caused by infection.
Environment	L.8.C.1	Represent how matter and energy are transferred through food webs in an ecosystem.
	L.8.C.2	Characterize organisms in any ecosystem by their functions.
	L.8.C.3	Evaluate how changes in environments can be beneficial or harmful.
	L.8.C.4	List inter-related factors that affect the number and type of organisms an ecosystem can support.
Diversity of Life	L.8.D.1	Identify and classify species based upon their characteristics.
	L.8.D.3	Recognize that an organism's behavior is based on both experience and on the species' evolutionary history.
Solar System & Universe	E.8.B.4	Describe Earth as part of a solar system located within the Milky Way Galaxy.

Grade Seven Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to course syllabi.
At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Inquiry	N.8.A.1	Identify and critically evaluate information in data, tables, and graphs.
	N.8.A.2	Critically evaluate information to distinguish between fact and opinion.
	N.8.A.3	Recognize that different explanations can be given for the same evidence.
	N.8.A.4	Design and conduct a controlled experiment.
	N.8.A.5	Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.
	N.8.A.6	Explain that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists.
	N.8.A.7	Use multiple methods for organizing items and information.
Science, Technology, and Society	N.8.B.1	Describe consequences of technologies that can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
	N.8.B.2	Explain that scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion.
Atmospheric Processes	E.8.A.1	Explain that seasons are caused by variations in the amounts of the Sun's energy reaching Earth's surface due to the planet's axial tilt.
	E.8.A.2	Describe how the processes involved in the water cycle affect climatic patterns.
	E.8.A.3	Describe the properties that make water an essential component of the Earth system.
	E.8.A.5	Explain the difference between local weather and regional climate.
	E.8.A.6	Relate topography and patterns of global and local atmospheric movement and how they influence local weather which occurs primarily in the lower atmosphere.
Solar System & Universe	E.8.B.1	Explain that the universe contains many billions of galaxies, and each galaxy contains many billions of stars.
	E.8.B.2	Recognize that the solar system includes a great variety of planetary moons, asteroids, and comets.
	E.8.B.3	Describe characteristics of the planets in our solar system.
	E.8.B.5	Explain that the Sun is many thousands of times closer to Earth than any other star, and billions of times closer than the far end of the Milky Way Galaxy.
	E.8.B.6	Explain that the Sun is a medium-sized star located in the Milky Way Galaxy, part of which can be seen as a glowing band of light spanning the clear night sky.
	E.8.B.7	Use regular and predictable motions of Earth around the Sun and the Moon around the Earth to explain such phenomena as the day, the year, phases of the Moon, and eclipses.
Earth's Composition & Structure	E.8.C.1	Recognize that sedimentary rocks and fossils provide evidence for changing environments and the constancy of geologic processes.
	E.8.C.2	Explain that rocks at Earth's surface weather, forming sediments that are buried, then compacted, heated and often recrystallized into new rock.
	E.8.C.3	Explain that Earth is composed of a crust (both continental and oceanic); hot convecting mantle; and a dense, metallic core.
	E.8.C.4	Relate the very slow movement of large crustal plates to geological events.
	E.8.C.5	Relate geologic processes to state and regional topography.
	E.8.C.6	Relate the properties and distributions of minerals to how they form.
	E.8.C.7	Describe the characteristics, abundances, and location of renewable and nonrenewable resources found in Nevada.
	E.8.C.8	Relate the properties of soils (color, texture, and water retention, and nutrients for living things) to how they form.
Diversity of Life	L.8.D.2	Recognize that fossils provide evidence of how life and environmental conditions have changed throughout geologic time.
Forces & Motion	P.8.B.3	Explain that every object exerts gravitational force on every other object, and the magnitude of this force depends on the mass of the objects and their distance from one another.
Energy	P.8.C.2	Demonstrate how vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wave lengths, and set up wave-like disturbances that spread away from the source uniformly.

Grade Eight Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to course syllabi.
At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Inquiry	N.8.A.1	Identify and critically evaluate information in data, tables, and graphs.
	N.8.A.2	Critically evaluate information to distinguish between fact and opinion.
	N.8.A.3	Recognize that different explanations can be given for the same evidence.
	N.8.A.4	Design and conduct a controlled experiment.
	N.8.A.5	Use appropriate technology and laboratory procedures safely for observing, measuring, recording, and analyzing data.
	N.8.A.6	Explain that scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists.
	N.8.A.7	Use multiple methods for organizing items and information.
Science, Technology, and Society	N.8.B.1	Describe consequences of technologies that can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
	N.8.B.2	Explain that scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion.
Matter	P. 8.A.3	Use various methods for separating mixtures based on the properties of the components.
	P. 8.A.4	Describe how atoms often combine to form molecules, and that compounds form when two or more different kinds of atoms chemically bond.
	P.8.A.5	Explain that mass is conserved in physical and chemical changes.
	P.8.A.6	Recognize that matter is made up of tiny particles called atoms.
	P.8.A.7	Describe the characteristics of electrons, protons, and neutrons.
	P.8.A.8	Explain that substances containing only one kind of atom are elements which cannot be broken into smaller pieces by normal laboratory processes.
Forces & Motion	P.8.B.1	Describe the effects of balanced and unbalanced forces on an object's motion.
	P.8.B.2	Use electric currents to produce magnetic forces and use magnets to cause electric currents.
	P.8.B.3	Explain that every object exerts gravitational force on every other object, and the magnitude of this force depends on the mass of the objects and their distance from one another.
Energy	P.8.C.1	Explain that visible light is a narrow band within the electromagnetic spectrum.
	P. 8.C.2	Describe how vibrations (e.g., sounds, earthquakes) move at different speeds in different materials, have different wave lengths, and set up wave-like disturbances that spread away from the source uniformly.
	P.8.C.3	Explain that physical, chemical, and nuclear changes involve a transfer of energy.
	P.8.C.4	Recognize that energy cannot be created or destroyed, in a chemical or physical reaction, but only changed from one form to another.
	P.8.C.5	Describe how heat energy flows from warmer materials or regions to cooler ones through conduction, convection, and radiation.
	P.8.C.6	Explain that electrical circuits provide a means of transferring electrical energy to produce heat, light, sound, and chemical changes.
Atmospheric Processes	E.8.A.3	Describe the properties that make water an essential component of the earth system.

Grade Twelve Power Standards for Science

Power Standards are based on the Nevada State Standards, norm referenced assessments, and the Nevada Criterion Referenced Examination "backward mapped" to grade kindergarten. For instruction of the CCSD Power Standards, please refer to course syllabi.
At a minimum, students will maintain previously learned skills and attain the following:

Strand	NV	CCSD Power Standards
Nature of Science	N.12.A.1	Use tables, charts, illustrations and graphs in making arguments and claims in oral and written presentations.
	N.12.A.3	Describe how repeated experimentation allows for statistical analysis and unbiased conclusions.
	N.12.B.1	Explain how science, technology, and society influence one another in both positive and negative ways.
	N.12.B.2	Recognize consumption patterns, conservation efforts, and cultural or social practices in countries that have varying environmental impacts.
	N.12.B.3	Describe the influence of ethics on scientific enterprise.
	N.12.B.4	Explain how scientific knowledge builds on previous information.
Earth and Space Science	E.12.A.1	Explain how the Sun is the major source of Earth's energy, and provides the energy driving Earth's weather and climate.
	E.12.A.3	Explain the role of the atmosphere in Earth's greenhouse effect.
	E.12.A.4	Describe how convection and radiation play important roles in moving heat energy in the Earth system.
	E.8.B.7	Explain how regular and predictable motions of the Earth around the Sun and the Moon around the Earth explain such phenomena as the day, the year, phases of the Moon, and eclipses.
	E.12.C.1	Describe how successive rock strata and fossils can be used to confirm the age, history, and changing life forms of the Earth, including how this evidence is affected by the folding, breaking, and uplifting of layers.
	E.12.C.2	Describe the concept of plate tectonics including the evidence that supports it (structural, geophysical and paleontological evidence).
	E.12.C.3	Explain how elements exist in fixed amounts and move through solid Earth, oceans, atmosphere and living things as part of biogeochemical cycles.
	E.12.C.4	Identify processes of obtaining, using and recycling of renewable and non-renewable resources.
	E.12.C.5	Explain how soil, derived from weathered rocks and decomposed organic material, is found in layers.
Physical Science	P.12.A.1	Explain how different molecular arrangements and motions account for the different physical properties of solids, liquids and gases.
	P.12.A.2	Describe how elements in the periodic table are arranged into groups and periods by repeating patterns and relationships.
	P.12.A.3	Describe identifiable properties that can be used to separate mixtures.
	P.12.A.4	Identify how atoms bond with one another by transferring or sharing electrons.
	P.12.A.5	Explain that chemical reactions can take place at different rates, depending on a variety of factors (i.e., temperature, concentration, surface area, and agitation).
	P.12.A.6	Recognize that chemical reactions either release or absorb energy.
	P.12.B.1	Describe how the laws of motion can be used to determine the effects of forces on the motion of objects.
	P.12.C.1	Recognize that waves (i.e., sound, seismic, electromagnetic) have energy that can be transferred when the waves interact with matter.
	P.12.C.2	Describe how energy forms can be converted.
	P.12.C.4	Identify characteristics, applications and impacts of radioactivity.
Life Science	L.12.A.1	Recognize that genetic information passed from parents to offspring is coded in the DNA molecule.
	L.12.A.2	Recognize that DNA molecules provide instructions for assembling protein molecules.
	L.12.A.3	Recognize that all body cells in an organism develop from a single cell and contain essentially identical genetic instructions.
	L.12.A.4	Identify several causes and effects of somatic versus sex cell mutations.
	L.12.A.5	Predict patterns of inheritance.
	L.12.B.1	Identify cell structures and their functions.
	L.12.B.2	Recognize that the human body has a specialized anatomy and physiology composed of a hierarchical arrangement of differentiated cells.
	L.12.B.3	Explain how disease disrupts the equilibrium that exists in a healthy organism.
	L.12.C.1	Identify relationships of organisms and their physical environment.
	L.12.C.2	Explain how changes in an ecosystem can affect biodiversity and biodiversity's contribution to an ecosystem's stability.
	L.12.C.3	Recognize the amount of living matter an environment can support is limited by the availability of matter, energy, and the ability of the ecosystem to recycle materials.
	L.12.C.4	Evaluate the unique geologic, hydrologic, climatic, and biological characteristics of Nevada's bioregions.
	L.12.D.1	Explain how organisms can be classified based on evolutionary relationships.
	L.12.D.2	Explain how the similarity of DNA sequences gives evidence of relationships between organisms.
	L.12.D.3	Explain that the fossil record provides evidence for natural selection and its evolutionary consequences.
	L.12.D.4	Explain that the extinction of species can be a natural process.
	L.12.D.5	Explain how biological evolution explains diversity of life.
	L.12.D.6	Explain the concepts of natural and artificial selection.

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CLARK COUNTY
SCHOOL DISTRICT

CURRICULUM AND PROFESSIONAL DEVELOPMENT DIVISION