

Educational/Academic Standards Children are Being Held Accountable for

Most states, including Nevada, have adopted the Federal Government's Common Core Standards (CCS) as our grade level academic standards. In Nevada, the Common Core Standards are called and written into our law as the Nevada Academic Content Standards (NACS). The CCS/NACS are nationwide standardized learning goals in both English/Language Arts (Reading/Writing) and Mathematics that have been determined to provide the necessary skills for young adults to be successful in colleges, trade schools, and careers once they leave high school. Reading, Writing, and Math (all 3 areas are generally known as under the word Academics in education) goals are provided at grade levels and are supposed to be mastered at the end of each grade level. Each grade level also builds skills needed to start on the next grade's standards. Children's educational progress is usually measured by how well they have mastered grade level standards. At the elementary/middle school level, children are often identified as **Needs Improvement**, **Approaches Standards**, **Meets Standards**, and **Exceeds Standards** in Academics. At the middle/high school level, usually grades in Reading, English, and Math classes show a child's ability to master grade level standards. It is ideal that each child measures at the **Meets Standards** in Reading, Writing, and Math by the end of the school year as identified by their grades on their last report cards/progress reports of the school year.

Because the skills build on each other, if your child struggles with grade level skills in their grade level, they should or can be taught at the grade level behind their grade or keep going backwards in grade levels to a grade level that meets where your child is at to teach them at their level. For example, if your child is in 4th grade and may not be able to meet 4th grade standards in Reading by the end of the school year, your child can/should be taught the 3rd grade Reading standards or if really struggling, the 2nd grade Reading standards. ***Also, if your child is more than 1 year behind in any area or if your child does not Meets Standards in Reading, Writing, and Math at the end of the year, then your child may need some Beginning Supports or Intermediate Supports to start catching up to their grade levels. Please view our Supports Your Child Might Need in School, Beginning Support, or Intermediate Supports in WTD's Topics.***

At WTD, we surveyed our WTD's teachers at each grade level to tell us which standards they believe are the most important for their students to master to be successful in school and beyond. As some of the Common Core Standards are written in education language, we wrote them out in more easy-to-understand language for parents and those of us who are not working in education to understand. *There are more Standards than these ones for each grade level but from the advice of our teachers, these are the ones they feel should be focused on the most.*

Below are the Common Core Standards/Nevada Standards our teachers recommended for each grade level.

What Skills Kindergarten Students Should Master by the End of Kindergarten

Reading

- With prompting and support, students will ask and answer questions about key details of a story (i.e. who, where, when)
- With prompting and support, students will understand the main idea of a story and some details that explain or lead up to the main idea.
- Students will recognize upper and lowercase letters of the alphabet and be able to sound the letters out
- Students will begin identify beginning, middle, and final sounds of words and read simple short vowel words like CVC words (consonant, vowel, consonant- three-letter words like “cat,” “run,” “mom.”)

Writing

- With guidance and support, students can distinguish features of a sentence writing like beginning a sentence with a capital and ending a sentence with a period
- Students will describe what they are reading or order of events in a story and draw a picture of it or will see how what they describe can be written into words
- With guidance and support, students will add important details to any writing

Math

- Student will be able to count to 100 by 1s and 10s
- Students can divide numbers up to 20 into groups of 10s and 1s
- Students will be able to compare two numbers and two groups of objects and can tell which number/group has more or less of a characteristic (i.e. which pile has more items, which triangle is taller)
- Students can add numbers up to 10 using addition, objects, or drawings

What Skills First Grade Students Should Master by the End of First Grade

Reading

- Students will ask and answer questions about key details of a story independently (i.e. who, where, when, main ideas, and details)
- Students will identify reason why author uses details for support their main ideas/topics
- Students will continue to sound out the beginning, middle, and end sounds of words with will be to read words with silent e at the end of them and long vowel words
- Students will read regularly spelled, one syllable words

Writing

- Students will begin writing simple sentences with a subject, verb, a capital letter at the beginning of sentence and a period ending the sentence
- Students will write a simple topic sentence and some simple detail sentences that support a topic using basic nouns and verbs correctly
- Students will write letters so others can read them and put spaces between their words
- Students will begin to spell simple words correctly that they can read

Math

- Students will be able solve word and number addition and subtraction problems within 20 and understand what words and symbols hint to when they have to add or subtract numbers
- Students will be able to count to 120 starting at any number and begin adding too 100 using 10s and 1s
- Students will be able to compare lengths of up to 3 objects and begin interpreting data with up to 3 categories
- Students will be able to tell time up to the hour and half hour

What Skills Second Grade Students Should Know by the End of Second Grade

Reading

- Students will be able to ask and answer who, what, when, where, why, and how questions to show understanding of a multi-paragraph text
- Students will read two syllable words with long vowels, vowel patterns, and irregular spellings at a 2nd grade level
- Students will be able to figure out unknown words using a variety of strategies

Writing

- Students will be able to write an opinion or topic related writing piece using facts that support their opinion/topic and end with a concluding sentence
- Students will be able to use punctuation inside sentences and use adjectives, adverbs, and proper verb tenses in their writing
- Students will be able to begin editing their work with guidance and support
- Students will be able to use digital tools to publish a writing and work successfully on a shared research project

Math

- Students will understand how numbers/objects up to 1000 can be represented in 100s, 10s, and 1s and can be represented in rows and columns to set foundation for multiplication and division
- Students will be able to add and subtract within 100 and be able to do mental math of addition/subtraction problems within 20
- Students will be able to measure time up to 5 minutes and solve word problems with coins up to \$1.00
- Students will measure objects lengths and report data using standard measurements and describe objects/shapes due to their attributes

What Skills Third Grade Students Should Master by the End of Third Grade

Reading

- Students will begin to distinguish the author's point of view and how it may differ from their own opinions
- Building on skills from 2nd Grade, students will use details from a reading to determine what the message the author is trying to tell the reader (ex. comparing two characters, why the setting was chosen for the story)
- Students will be able to read words with prefixes and suffixes (ex. pre-, de-, -ify, -able) and grade-level irregular patterned words
- Students will be able to decode words with many letters, vowels, and sounds

Writing

- Building on skills taught in 2nd Grade, students will be able to write clear details linking to a topic and use literary styles such as dialogue, definitions, linking words (ex. Therefore, However, In Conclusion) in their writing with teacher support
- Students will compare and contrast subjects using adverbs and adjectives, use irregular verbs correctly and add abstract nouns to make their writing more interesting
- Students will begin to edit their own work and use technology to write a short research project

Math

- Students will be able to multiplication and division problems within 100 and understand that these problems represent groups and number of objects
- Students will begin understanding that fractions are parts over wholes, understanding what fractions mean compared to whole numbers, and start comparing fractions by amounts
- Students will begin understanding area and volume of objects and shapes and start working with formulas to find area/volume
- Students will begin telling time up to the minute

What Skills Fourth Grade Students Should Master by the End of Third Grade

Reading

- Students will use text information to draw conclusions not specifically stated in the text (inferences)
- Students will understand unknown multisyllabic words and self-correct reading mistakes using context of the reading
- Students will discover the deeper meaning of texts and use critical thinking by using strategies such as determining themes, comparing and contrasting writings, and finding author's point of view in a reading

Writing

- Students will create a clear and cohesive piece of writing with task, purpose and audience in mind
- Students will create a writing piece with descriptive words, voice/various perspectives, sensory language, complete sentences, and clear sequencing
- Students will begin planning, editing, and revising writing pieces with support from peers and adults
- Students will use technology to do a short research project on a topic learning about different parts/features of it and be able to type at least one page of writing in a single setting

Math

- Students will solve word problems to include measurement and data using all four operations (+,-,x,/) and be able to solve for an unknown number
- Students will multiply multidigit numbers by 1 or 2 digit numbers and divide multidigit numbers to the nearest whole number and remainders if appropriate
- Students will compare fractions and find equivalent fractions
- Students will begin plot measurements and determine measurements using measurement systems with different amounts (centimeter to meters, ounces to pounds)

What Skills Fifth Grade Students Should Master by the End of Fifth Grade

Reading

- Using at least two elements from multiple texts or two elements within 1 texts, students will be able to compare, contrast, determine themes, explain relationships/interactions between the two elements
- Students will be able to analyze multiple perspectives/accounts on the same topic, noting similarities and differences in their views
- Students will use all sounding out, knowledge of prefixes and suffixes, letter patterns, and context clues to be able to read multisyllabic words both in reading and words by themselves

Writing

- Students will write on a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically laid out to support the purpose of the writing.
- Students will write using relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, provide a list of sources, and draw evidence from literary or informational texts to support analysis, reflection, and research.
- Students will create a finished piece of writing over a period of time using the writing process of planning, editing, and revising
- Students will write using grade appropriate spelling, grammar, and punctuations to include more proper verb tense, punctuation within sentences, and varying sentence lengths to appeal to readers

Math

- Students will be able to write and solve numerical expressions involving several operations and know which order of operations to use to solve the expression correctly
- Students will be able to Add, subtract, multiply, and divide decimals to hundredths using any of several strategies
- Students will be able to solve word problems involving addition and subtraction of fractions including cases of unlike denominators and understand how division relates to fractions
- Students will be able to convert different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
- Students will understand volume and interpret graphs

What Skills Sixth Grade Students Should Master by the End of Sixth Grade

Reading

- Students will determine a theme or central idea of a text and how it is conveyed through specific text details and provide a summary of the text distinct from their own personal opinions or judgments.
- Students will cite textual evidence to support analysis of what the text says explicitly as well as what the text is inferring.
- Students will determine why the author of a text or media used various literary techniques to convey purpose, meaning, and/or tone including using the meaning of certain words and phrases
- Students will analyze, compare, and contrast multiple data sources and writings on the same topic

Writing

- Students will write arguments to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Students will write a clear cohesive piece of writing with correct grammar, spelling, and sentence structure
- Students will write using a variety of writing techniques and sentence patterns for meaning, reader/listener interest, and style.

Math

- Students will understand the concept of a ratio and use ratio language to describe/compare a ratio relationship between two quantities and among unit rates. (*This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar*)
- Students will be able to fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation and answer word problems where numbers are represented by letters
- Students will be able to write, read, and evaluate expressions in which letters stand for numbers and use order of operations to solve for them
- Students will be able to find the areas of shapes and 3D items using the areas of smaller rectangles and triangles
- Students will understand that a set of data collected to answer a question has a distribution which can be described by its center, spread, mean, median, and shape and be able to plot data on an appropriate graph

What Skills Seventh Grade Students Should Master by the End of Seventh Grade

Reading

- Students will determine two or more themes or central ideas of a text and how they are conveyed through specific details and provide summaries of the texts distinct from their own personal opinions or judgments.
- Students will cite several examples of textual evidence to support analysis of what the texts say explicitly as well as what the texts are inferring.
- Students will analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Students will trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Writing

- Students will write arguments to support claims with clear reasons and relevant evidence, using credible sources, analyzing opposing opinions, and using language to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Students will write by introducing a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Students will conduct short research projects and write to answer a question, drawing on several sources, link to the sources, and generate additional related, focused questions for further research and investigation.
- Students will gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Students will write a clear cohesive piece of writing with correct grammar, spelling, and sentence structure

Math