

## MULLEN BOARD OF EDUCATION

September 13, 2021

### Regular Board Meeting Agenda

7:30 PM

1. Call to order, roll call, and excuse board member absences.  
**Speaker(s):** President Bryan Starr
2. Approval of the August 9, 2021 Regular Board Meeting minutes and the September 7, 2021 Special Meeting Minutes.
3. Approval of the Agenda.
4. Discuss, consider and take all necessary action to approve the resignation for Diana Brost effective at the end of the 2021-2022 school year through national FCCLA.
5. Discuss, consider and take all necessary action to approve option enrollment for Andrew Harvey and Andrew Byrd.
6. Discuss, consider and take all necessary action to approve local substitute teacher certificates for Bob Teters, Susan Holsan, Alysen Daniels, and Sue Licking.
7. Discuss, consider and take all necessary action to approve the purchase of a new kiln for the Art program.
8. Discuss, consider and take all necessary action to amend the July 12, 2021 Payroll numbers from \$235, 524.82 to \$213,327.29.
9. Approval of the following September claims: Payroll 254,904.32, General Fund \$86,210.62, Lunch Fund \$10,954.23, and Depreciation Fund \$14,568.96.
10. Requests to address the Board
11. Hearing on the 2021-2022 Mullen Public Schools Budget
12. Discuss, consider and take all necessary action to approve the 2021-2022 Mullen Public Schools Budget.
13. Discuss, consider and take all necessary to adopt and approve Nebraska's College and Career Ready Standards for English Language Arts.
14. Discuss, consider and take all necessary to sell the 2009 White Ford 10-Passenger Van.
15. Discuss, consider and take all necessary for Mr. Kuncl to seek government bids on new suburbans for school transportation for the 2022-2023 school year.
16. Nebraska Association of School Board Monthly Update
17. Administrative Reports
  - 17.a. Mr. Moore- Elementary Principal Report
  - 17.b. Mr. Kvanvig- High School Principal Report
  - 17.c. Mr. Kuncl- Superintendent Report
  - 17.d. Activities Report
18. Board Reports
19. Next Meeting - Monday October 11, 2021 at 7:30 PM
20. Adjournment

Please follow the board meeting at <https://meeting.sparqdata.com/Public/Organization/393>

The Mullen Board of Education reserves the right to go into Closed Session for purposes in accordance with LB 84-1410(1)

**MULLEN BOARD OF EDUCATION**  
**MINUTES**  
**August 9, 2021**

The regular meeting of the Mullen School Board was called to order at 7:30 p.m. by President Bryan Starr. He announced that the Open Meetings Act is posted on the west wall. Board members in attendance were Bryan Starr, Jason Coble, Liza Simonson, Mike French, Travis Hampton, and Dane Peterson. Also, in attendance were 3 administrators, 2 staff members, and 2 patrons.

Motion by Dane Peterson, second by Liza Simonson to approve the minutes from the July 12, 2021 Regular Board Meeting. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Motion by Liza Simonson, second by Jason Coble to approve the agenda, and verify that notice of the meeting was published in the Hooker County Tribune, and posted according to board policy. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Motion by Mike French, second by Dane Peterson to approve option enrollment for Lauren Schoonveld. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Motion by Liza Simonson, second by Travis Hampton to approve the following August claims: Payroll \$213,399.04, General Fund \$282,518.50, Special Building Fund \$115.78, and Depreciation Fund \$4,105.00. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Mr. Moore and Mrs. Donalee Barner provided the board with an updated plan for playground improvement.

Wynn Wiens requested to address the board of education as a member of the Hooker County Republican Party to voice their concerns with the critical race theory. Wynn applauded the board for their decision-making process and how they have handled all of the controversial issues that were passed down through the department of education. He thanked the board and encouraged them to continue the good work.

Mitch Glidden from Glidden Canoe rental asked the board if he could have permission to use some of the Lariat parking during the summer of 2022 for his canoe rental business.

Motion by Travis Hampton, second by Jason Coble to approve the use of the Lariat Parking lot to Glidden Canoe Rental for the summer months. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Motion by Mike French, second by Travis Hampton to approve the resolution on the proposed NDE health standards. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Motion by Travis Hampton, second by Dane Peterson to approve the Mullen Public Schools Emergency Operations Plan. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

Discussion was had by the board to donate the surplus AC units to nonprofit organizations for use.

Motion by Mike French, second by Jason Coble to approve the donation of used air conditioning units as surplus items to nonprofit organizations. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes  
yes: 6, no: 0

The Nebraska Association of School Boards provides the Mullen Public School Board of Education with a monthly update on new happenings throughout Nebraska.

Mr. Moore provided the school board with a detailed principal report.

Mr. Kvanvig provided the school board with a detailed principal report.

Mr. Kuncl provided the school board with a detailed district report.

Mr. Phil Hoyt provided the school board with a detailed activities report.

President Bryan Starr declared the meeting adjourned at 9:06 PM.

An agenda is kept continually current and is available for public inspection in the Superintendent's office during regular office hours.

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Chris Kuncl, Recording Secretary

**MULLEN BOARD OF EDUCATION  
MINUTES  
September 7, 2021**

The special meeting budget workshop of the Mullen School Board was called to order at 7:30 p.m. by President Bryan Starr. He announced that the Open Meetings Act is posted on the west wall. Board members in attendance were **Present:** Jason Coble, Mike French, Travis Hampton, Dane Peterson, Liza Simonson, Bryan Starr. Also present were Superintendent Chris Kuncl and Principal Mike Kvanvig.

Mr. Kuncl provided the board with a detailed report on the 2021-2022 budget and the overall budget of the last five years.

Hearing was opened at 7:52 PM.

No one was present at the meeting to speak during the Tax Request Resolution Hearing.

Hearing was closed at 7:57 PM.

Motion by Jason Coble, second by Dane Peterson to approve the tax request resolution for the 2021-2022 school year. Motion carried.

Bryan Starr: yes, Dane Peterson: yes, Jason Coble: yes, Liza Simonson: yes, Mike French: yes, Travis Hampton: yes

yes: 6, no: 0

The next scheduled meeting will be Monday September 13, 2021 at 7:30 PM.

President Bryan Starr declared the meeting adjourned at 8:00 PM

An agenda is kept continually current and is available for public inspection in the Superintendent's office during regular office hours.

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Chris Kuncl, Recording Secretary

September 10, 2021

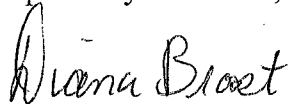
Mullen Public Schools Administration  
P.O. Box 127  
Mullen, NE 69152

I will be retiring at the end of the 2021-2022 school year.

I want to thank Mullen Public Schools for the opportunity to teach Family and Consumer Science, and Business and serve as the adviser for Family, Career and Community Leaders of America (FCCLA) for the last 20 years. I have thoroughly enjoyed being a part of the Mullen school system and seeing the successes of the students who have received their education at Mullen Public Schools.

If the trend continues as it has the past few years, I expect Mullen FCCLA members to qualify for National FCCLA, setting my last day of employment in July after the FCCLA National Leadership Conference.

Respectfully submitted,

A handwritten signature in cursive script that reads "Diana Brost".

Diana Brost

**APPLICATION FOR STUDENT TRANSFER  
NEBRASKA ENROLLMENT OPTION PROGRAM**  
2021-22 SCHOOL YEAR

**APPLICATION GUIDELINES:**

- Between September 1 and March 15, this application must be sent, postmarked, or delivered to the **Option School District**.
- If after March 15, this application **MUST** be accompanied by a **WRITTEN** release (waiver) from an authorized official of the Resident District or **Section 2** must be completed by the resident school district, unless the student relocated after February 1<sup>st</sup>.
- Learning Community Open Enrollment Option Students – See note in 'Information for Completing Section 1'

**SECTION 1: TO BE COMPLETED BY THE PARENT, LEGAL GUARDIAN, OR STUDENT** (if an emancipated minor or age 19 or older) requesting a transfer to attend a school district other than the district of residence.

Student Name: (Last, First, M.I.) <i>Harvey Andrew K.</i>	
Student Birthdate: mm/dd/yyyy <i>09/30/2003</i>	Sex: F _____ M <u><i>X</i></u>
Parent/Guardian Name: (Last, First, M.I.) <i>Kirk &amp; Brandie Harvey</i>	
Mailing Address: <i>P.O. Box 146 Firth, NE 68358</i>	
Residence Address: (if different) <i>609 Abraham St. Firth, NE 68358</i>	
City: <i>Firth</i>	Zip Code: <i>68358</i>
Telephone Number: (home/work/mobile) <i>402 875 3750</i>	Email: <i>Kharvey29@yahoo.com</i>
Expected Grade Level at Time of Enrollment: K 1 2 3 4 5 6 7 8 9 10 11 <u><i>12</i></u>	
Does Student Require Special Education Services? (check one) Yes _____ No <u><i>X</i></u>	
If Yes, Does the Student Have an Individualized Education Program (IEP)? Yes _____ No _____	
Is the Applicant a Sibling of a Current Option Student? Yes _____ No <u><i>X</i></u>	
Has the Applicant Attended Option District for the Immediately Preceding 2 Years? Yes _____ No <u><i>X</i></u>	
Did the Student Relocate After February 1 <sup>st</sup> ? Yes _____ No <u><i>X</i></u>	
Does Applicant Qualify for Free or Reduced Price Lunches? Yes _____ No <u><i>X</i></u>	
Resident District Name: <i>Norris School</i>	Building Currently Attending: <i>High School</i>
Option District Name: <i>Mullen School</i>	Building Reference: <i>High School</i>
My signature below acknowledges that I am the person with legal or actual charge or control of the above-listed student, I am completing this Application for Student Transfer pursuant to Sections 79-232 through 79-246 R.R.S., understand enrollment option is available only once to each student prior to graduation unless the option meets one of the exclusion criteria (see note on instructions), and have read the related materials provided on the Department of Education's Enrollment Option Program website at <a href="https://www.education.ne.gov/fos/enrollment-option-application-instructions-faqs/">https://www.education.ne.gov/fos/enrollment-option-application-instructions-faqs/</a>	
Signature of Parent: <i>[Signature]</i>	Date: <i>8/12/2021</i>

**SECTION 2: TO BE COMPLETED BY THE RESIDENT SCHOOL DISTRICT** (only if this application is submitted by the parent, legal guardian or student after the March 15 deadline, and the student has not relocated after February 1<sup>st</sup>).

<input checked="" type="checkbox"/> The resident district waives deadline dates	<input type="checkbox"/> The resident district will <u>not</u> waive deadline dates.
Reason for Denial (required):	
Name and Title of Authorized Official: <i>John Schwartz Supt</i>	
Signature: <i>[Signature]</i>	Date: <i>8/12/21</i>

**SECTION 3: TO BE COMPLETED BY THE OPTION SCHOOL DISTRICT.** Whether approved or denied, send photocopies to the Applicant and the Resident District.

OPTION SCHOOL DISTRICT NAME: <u>Mulken Public Schools</u>		
Date this Application Received: <u>8-12-2021</u>		
County: <u>Hooker</u>	County-District Number: <u>46-001</u>	Phone Number: <u>308-546-2223</u>
The Option School District: <input checked="" type="checkbox"/> Approves this application		<input type="checkbox"/> Denies this application. Reason for Denial (required):
If district approves this application, date student will begin attending Option District: <u>08/12/2021</u>		
Name and Title of Authorized Official: <u>Chris Kund, Superintendent</u>		
Signature: <u>CK KO</u>		Date Application Accepted/Rejected: <u>8-12-2021</u>

**CHANGE OF STATUS**

To be completed by an authorized official of the Option District (or parent) when the Option student quits the option, withdraws the application prior to attending or if the Option student's Resident District changes for any reason and the student continues attending the Option District (original resident). **Send photocopies to the Applicant and the Resident District.**

<b>The Status of This Student is Changed for the Following Reason(s):</b>	
	Withdrawal of the application prior to attending the present school year.
	Cancellation of Enrollment Option during the present school year (Both Superintendents must sign below).
	Has completed the grades offered in the Option District.
	Attending High School in a district which is affiliated with the resident District.
	Discontinuation of school attendance (moved away, deceased, etc.).
	Other (Specify):
Date Change of Status:	
New Mailing Address:	
City:	Zip Code:
Telephone Number (home/work/mobile):	
Resident School District Name:	
County:	County District Number: Telephone Number:
Name and Title of Option and Resident District Officials (or parent):	
Signature:	Date:
Signature:	Date:

**Bid for : Mullen High School  
Mullen, NE**

**Attn: Kyle Hoyt  
Bid Date: 08/24/21**

**Skutt Kiln**

**Model KMT 1231-3 PK 208 volt 3 ph  
Retail \$5,785.00 less 20%= \$4,628.00**

**Power requirements: pulls 46.7amps, #6 wire,  
Direct Wire**

**2.)Plus Shipping ----- \$250.00**  
**Total cost plus shipping= \$4,878.00**

**Note: Due to Covid: Kilns ordered now will deliver in  
March of 2021**

**By Wanda Clarke  
Dakota Potters Supply LLC  
2315 W. Madison St.  
Sioux Falls, SD 57104  
605-332-1946**

# Mullen Public Schools

July Claims 07/12/21

Fund	Description	Amount
01	GENERAL FUND	\$213,237.39
06	LUNCH FUND	\$875.23
<b>Total</b>		<b>\$214,112.62</b>

## GENERAL FUND

Check Number	Payee	Description	Amount
19800	Amazon.com PBI	classroom,office,custodial supplies	\$5,419.08
19801	Andersen & Sons	custodial supplies	\$8.75
19802	At&t	long distance phone service	\$92.79
19803	Blick Art Materials	HS/MS art supplies	\$2,935.59
19804	Book Systems	library operating system renewal	\$1,990.00
19805	Call's Garage Inc	mower oil	\$5.00
19806	Chris Kuncil	cell phone reimb	\$100.00
19807	Consolidated	phone service	\$540.03
19808	Daly Enterprises Shop	metal for outdoor drains	\$173.57
19809	DGP Publishing	Grammar Workbooks	\$535.10
19810	E.s.u. #10	Technology training (3)	\$300.00
19811	E.s.u. #16	SRS Fees, regional buy, staff develop	\$615.14
19812	Eakes Office Solutions	Elem copiers SPED & Pod copies	\$147.69
19813	Edmentum	SPED web based reading program	\$88.00
19814	ESU Coordinating Council	movie site license/students	\$570.00
19815	General Fund-petty Cash	reimb gas, postage	\$41.27
19816	Handyman Hardware	maintenance supplies	\$245.01
19817	Hometown Leasing	copiers lease	\$719.95
19818	Hooker County Tribune	minutes, notices,subscription	\$180.53
19819	Hot Lunch Fund	transfer	\$15,000.00
19820	Ideal/Bluffs Facility Solutions	custodial/maint supplies	\$16.84
19821	Illuminate Education	eduCLIMBER software/dashboard	\$1,377.00
19822	KSB School Law PC LLO	annual policy update	\$1,000.00
19823	Kwik Stop	fuel	\$291.09
19824	Learning Ally Inc	SPED online audio books year	\$1,044.05
19825	Macke's	custodial supplies	\$23.83
19826	McGraw Hill School Education Holdings LLC	New Math Curriculum	\$474.74
19827	Menards - North Platte	custodial supplies	\$234.63
19828	Midlands Family Medicine	Bus Driver Physical	\$106.00
19829	Mullen Auto & Diesel LLC	vehicle maint	\$1,727.22
19830	Mullen Schools Activity Fund	transfer	\$25,000.00
19831	Ne Rural Comm Schools Assoc	2021-22 Membership renewal	\$850.00
19832	Pearson Assessments	SPED online kits/digital scoring	\$840.00
19833	PowerSchool Group LLC	SIS	\$3,782.68
19834	Presto X	pest treatment/main	\$133.00
19835	Quill Corporation	supplies	\$264.91
19836	School Specialty	elem tables/marker boards	\$1,167.34
19837	Supreme School Supply	Office Supplies	\$94.63
19838	Teachers Synergy, LLC	Elem classroom online books	\$125.50
19839	U.S. Bank	SPED books, gas,meals,postage	\$438.85
19840	Village Of Mullen	utilities	\$3,962.67
19841	VIRCO	Elem desks	\$2,931.20
		<b>TOTAL</b>	<b>\$75,593.68</b>

## LUNCH FUND

Check Number	Payee	Description	Amount
3161	Harris Sales	food MOB fundraiser	\$38.46
3162	Macke's	MOB fundraiser	\$38.66
3163	Tyrell McClain	refund lunch balance	\$49.65
		<b>TOTAL</b>	<b>\$126.77</b>

## SPECIAL BUILDING FUND

Check Number	Payee	Description	Amount
1247	Handyman Hardware	FB Concessions Building	\$655.38
1248	Triple G RediMix LLC	Concrete FB Concessions Building	\$1,596.00
	Village of Mullen	Teacherage Utilities	\$120.40
		<b>TOTAL</b>	<b>\$2,371.78</b>

# Mullen Public Schools

September Claims 9/13/2021

Fund	Description	Amount
01	GENERAL FUND	\$251,257.73
06	LUNCH FUND	\$3,646.59
<b>Total</b>		<b>\$254,904.32</b>

## GENERAL FUND

Check Number	Payee	Description	Amount
19919	ACP Direct	Office Tech Supply	\$121.45
19920	Al's Lock & Safe	keys	\$3.46
19921	Amazon.com PBI	classroom, office, tech supplies	\$1,959.77
19922	American Time & Signal Co	custodial supplies	\$150.27
19923	Amplify	elem classroom reading workbooks	\$1,284.12
19924	Apptegy	thrillshare	\$3,500.00
19925	At&t	long distance phone	\$135.84
19926	Blick Art Materials	art supplies	\$41.74
19927	Chris Kuncel	cell phone reimb	\$100.00
19928	Consolidated	phone service	\$537.79
19929	Daly Enterprises Shop	ind arts supplies	\$84.00
19930	E.s.u. #10	Powerschool service/support; laserfiche hosting	\$4,930.00
19931	E.s.u. #16	staff development	\$75.00
19932	Eakes Office Solutions	elem old copier contract	\$11.23
19933	Great Plains Family Medicine FKA Sandhills Family Medicine	bus driver physicals	\$438.00
19934	Handyman Hardware	custodial/maint supplies & service	\$391.91
19935	Harris School Solutions	AptaFund annual subscription/ESS	\$3,831.74
19936	HireRight LLC	background screening service	\$250.00
19937	Hometown Leasing	copiers lease	\$719.95
19938	Hooker County Tribune	advertising, minutes/claims	\$103.36
19939	Ideal/Bluffs Facility Solutions	custodial supplies	\$956.77
19940	Justin Moore	cell phone reimb	\$75.00
19941	Kwik Stop	gasoline, fuel	\$2,594.14
19942	Macke's	supplies	\$323.32
19943	McGraw Hill School Education Holdings LLC	New Math Curriculum	\$1,447.43
19944	McGraw-Hill Education, Inc	New Math Curriculum	\$281.50
19945	Menards - North Platte	classroom supplies	\$1,895.29
19946	Midlands Family Medicine	bus driver physical	\$106.00
19947	Midwest Floor Specialists Inc	custodial supplies	\$52.40
19948	Mike Kvanvig	cell phone reimb	\$75.00
19949	Mullen Auto & Diesel LLC	bus maint/repair	\$255.05
19950	Mullen Motor Co	bus maint	\$42.60
19951	NASB ALICAP	insurance premium 2021-22 school year	\$45,194.00
19952	Nebr Assoc Of School Boards	Board membership meeting/NAEP membership	\$520.00
19953	Nebraska Council School Admin	J Moore membership	\$335.00
19954	Nebraska Safety & Fire Equip Inc	fire alarm inspections	\$780.00
19955	Nebraska Safety Center @ UNK	bus driver in-service; testing	\$325.00
19956	Presto X	pest control service	\$133.00
19957	Quill Corporation	classroom supplies	\$129.17
19958	Really Great Reading	HS SPED subscription	\$95.00
19959	Sandhill Oil Co, Inc	propane	\$3,363.41
19960	Teachers Synergy, LLC	journalism and yearbook class units	\$61.49
19961	The Home Depot Pro fka SupplyWorks	custodial supplies	\$150.42
19962	TPRS Publishing Inc	Spanish digital downloads/reading books	\$231.95
19963	U.S. Bank	travel exp; tech expense	\$937.18
19964	USI Education and Government Sales	Lamination Rolls for Big Laminator	\$210.37
19965	Vernier	math supplies	\$113.54
19966	Village Of Mullen	utilities	\$6,191.20
19967	VIRCO	elem classroom chairs	\$665.76
		<b>TOTAL</b>	<b>\$86,210.62</b>

## LUNCH FUND

Check Number	Payee	Description	Amount
3175	Alicia Ericksen	lunch balance refund	\$599.30
3176	Amazon.com PBI	Lunch Kitchen supplies	\$194.78
3177	Cash-wa Distributing	food & supplies	\$2,220.31
3178	Harris Sales	food	\$301.69
3179	K&S Electric Inc	Lunchroom coolers electrical	\$428.34
3180	Macke's	Food	\$1,950.17
3181	Mid Nebraska Ice Inc	walk in freezer maint	\$800.00
3182	Mindy Paxton	lunch balance refund	\$280.30
3183	US Foods	food & supplies	\$4,179.34
		<b>TOTAL</b>	<b>\$10,954.23</b>

## DEPRECIATION FUND

Check Number	Payee	Description	Amount
1340	K.C. Electric Inc	FB Field Lights	\$14,568.96
		<b>TOTAL</b>	<b>\$14,568.96</b>

# Mullen Public Schools

## Cash Summary Report August 2021

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance
01	GENERAL FUND	\$1,591,559.75	\$119,378.73	(\$495,000.57)	\$1,215,937.91
02	DEPRECIATION FUND	\$243,902.04	\$100,080.08	(\$4,105.00)	\$339,877.12
03	EMPLOYEE BENEFIT FUND	\$72,762.57	\$19.14	\$0.00	\$72,781.71
06	LUNCH FUND	\$48,285.33	\$3,754.93	(\$916.97)	\$51,123.29
07	BOND FUND	\$176,224.91	\$46.35	\$0.00	\$176,271.26
08	SPECIAL BUILDING FUND	\$444,633.68	\$116.93	(\$115.78)	\$444,634.83
09	QUAL SCHOOL CONSTR	\$504,576.95	\$132.71	\$0.00	\$504,709.66
05	ACTIVITY FUND	\$225,508.81	\$33,689.76	(\$34,454.45)	\$224,744.12
	PETTY CASH FUND	\$5,714.97	\$5,815.88	(\$6,530.85)	\$5,000.00
	CAFETERIA PLAN	\$8,234.87	\$535.17	(\$934.90)	\$7,835.14
		<b>\$3,321,403.88</b>	<b>\$263,569.68</b>	<b>(\$542,058.52)</b>	<b>\$3,042,915.04</b>

## County Treasurer's Report August 2021 Collections

	GENERAL	BOND	SPEC BUILDING	QSCB	TOTAL
HOOKER	\$490,189.75	\$0.00	\$0.00	\$0.00	\$490,189.75
CHERRY	\$347,215.14	\$0.00	\$0.00	\$0.00	\$347,215.14
THOMAS	\$55,099.59	\$0.00	\$0.00	\$0.00	\$55,099.59
<b>TOTAL</b>	<b>\$892,504.48</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$892,504.48</b>

## Cash Summary Report YTD 2021

Fund	Description	Beginning Balance	Revenue	Expenditure	Ending Balance
01	GENERAL FUND	\$931,037.59	\$3,999,959.83	(\$3,715,059.51)	\$1,215,937.91
02	DEPRECIATION FUND	\$359,894.80	\$143,788.55	(\$163,806.23)	\$339,877.12
03	EMPLOYEE BENEFIT FUND	\$72,486.24	\$295.47	\$0.00	\$72,781.71
06	LUNCH FUND	\$6,101.29	\$146,448.51	(\$101,426.51)	\$51,123.29
07	BOND FUND	\$263,372.41	\$13,100.10	(\$100,201.25)	\$176,271.26
08	SPECIAL BUILDING FUND	\$441,970.87	\$6,738.32	(\$4,074.36)	\$444,634.83
09	QUAL SCHOOL CONSTR	\$489,987.94	\$35,759.22	(\$21,037.50)	\$504,709.66
05	ACTIVITY FUND	\$222,598.29	\$174,620.34	(\$172,474.51)	\$224,744.12
	PETTY CASH FUND	\$5,000.00	\$65,809.12	(\$65,809.12)	\$5,000.00
	CAFETERIA PLAN	\$5,816.46	\$8,226.92	(\$6,208.24)	\$7,835.14
		<b>\$2,798,265.89</b>	<b>\$4,594,746.38</b>	<b>(\$4,350,097.23)</b>	<b>\$3,042,915.04</b>

# Current Cash Balance Report

SELECTED Data

Arranged by:

Date: 08/01/2021 thru 08/31/2021

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITIES</b>					
120 Hill Top Gym & Weight Room	15,113.85	375.00	0.00	0.00	15,488.85
175 Doug Young Memorial	6,350.77	0.00	0.00	0.00	6,350.77
180 Dan Brost Memorial	11,324.56	0.00	0.00	0.00	11,324.56
185 Chuck Hafer Memorial	614.02	0.00	0.00	0.00	614.02
190 Keith Sauls Memorial	37,431.07	0.00	0.00	0.00	37,431.07
250 Banking	1,583.24	61.01	0.00	0.00	1,644.25
300 Media	5,414.01	0.00	3,975.00	-20.00	1,419.01
400 CONCESSIONS	5,550.79	1,798.90	845.80	20.00	6,523.89
425 Pepsi Cola	4,011.94	0.00	0.00	0.00	4,011.94
430 Vending Machine	664.57	113.00	279.60	0.00	497.97
450 Wellness	4,730.00	0.00	32.00	0.00	4,698.00
500 FCCLA--LOCAL	9,627.82	0.00	353.03	0.00	9,274.79
520 FCCLA--NATIONAL	325.17	0.00	0.00	0.00	325.17
721 Class of 2021	0.00	0.00	0.00	0.00	0.00
722 Class of 2022	854.55	0.00	0.00	0.00	854.55
723 Class of 2023	2,652.06	0.00	0.00	0.00	2,652.06
724 Class of 2024	1,521.29	0.00	0.00	0.00	1,521.29
725 Class of 2025	1,548.84	0.00	0.00	0.00	1,548.84
726 Class of 2026	1,791.74	0.00	0.00	0.00	1,791.74
727 Class of 2027	653.74	0.00	0.00	0.00	653.74
800 ANNUAL	6,746.45	440.00	1,258.36	0.00	5,928.09
825 Digital Yearbooks	523.24	0.00	0.00	0.00	523.24
850 Computer/Technology	2,582.43	0.00	0.00	0.00	2,582.43
900 MUSIC	191.99	0.00	0.00	0.00	191.99
950 BAND/MUSIC CLUB	1,449.05	0.00	0.00	0.00	1,449.05
1000 SHOP	4,759.93	0.00	0.00	0.00	4,759.93
1010 PlasmaCam/Power Drive	2,699.24	236.00	0.00	0.00	2,935.24
1050 FFA	9,072.66	0.00	0.00	0.00	9,072.66
1100 SUMMER & YOUTH RECREATION	6,738.08	0.00	250.88	0.00	6,487.20
1150 PLAYGROUND	5,127.49	22,000.00	21,210.69	0.00	5,916.80
1300 CHEERLEADERS	2,917.11	0.00	0.00	0.00	2,917.11
1400 SPANISH CLUB	3,258.04	0.00	0.00	0.00	3,258.04
1500 NATIONAL HONOR SOCIETY	7,612.91	0.00	0.00	0.00	7,612.91
1520 Quiz Bowl	1,561.56	0.00	0.00	0.00	1,561.56
1550 FLORIDA SCIENCE	3,742.18	0.00	0.00	0.00	3,742.18
1600 ART CLUB	4,152.31	0.00	0.00	0.00	4,152.31
1700 STUDENT COUNCIL	982.51	0.00	0.00	0.00	982.51
1800 M CLUB	3,033.79	0.00	0.00	0.00	3,033.79
1801 Broncos Cross Country	820.09	750.00	0.00	0.00	1,570.09
1802 Bronco Football	1,357.59	0.00	0.00	0.00	1,357.59
1804 Bronco Girls Golf	0.00	0.00	0.00	0.00	0.00
1805 Lady Bronco Volleyball Club	955.14	0.00	0.00	0.00	955.14
1806 Bronco Lady Basketball	2,540.33	15.00	0.00	0.00	2,555.33
1807 Bronco Basketball	4,072.83	0.00	480.00	0.00	3,592.83
1808 Bronco Wrestling	7,632.72	0.00	0.00	0.00	7,632.72
1809 Bronco Track Team	757.18	0.00	0.00	0.00	757.18
1811 Bronco Boys Golf	6,471.77	1,155.00	1,341.52	0.00	6,285.25
1820 Bronco Play Production	288.95	0.00	0.00	0.00	288.95
1825 Bronco Speech	581.23	0.00	0.00	0.00	581.23
1950 Scholarships	1,345.62	0.00	200.00	0.00	1,145.62
1955 Marilyn Downing Scholarship est 2019	7,884.78	0.00	500.00	0.00	7,384.78

# Current Cash Balance Report

SELECTED Data

Date: 08/01/2021 thru 08/31/2021

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2200 TURNER FOUNDATION	759.28	0.00	0.00	0.00	759.28
3000 MATH-SCIENCE COALITION	5,122.52	0.00	18.00	0.00	5,104.52
3100 STEM	2,003.78	0.00	0.00	0.00	2,003.78
<b>A ACTIVITIES Totals:</b>	221,508.81	26,943.91	30,744.88	0.00	217,707.84
<b>B NSAA Activities</b>					
100330 Employee Training/Development	0.00	0.00	0.00	0.00	0.00
100580 Employee Travel	0.00	0.00	1,020.00	0.00	-1,020.00
100610 Supplies	0.00	0.00	63.00	0.00	-63.00
100810 Dues/Fees	0.00	0.00	235.00	0.00	-235.00
100890 Misc Expense	4,000.00	25.00	1,041.57	0.00	2,983.43
1001710 Admissions Activity Tickets	0.00	1,180.00	0.00	0.00	1,180.00
1005200 Transfer from GL	0.00	0.00	0.00	0.00	0.00
1005690 Non Revenue Receipts	0.00	3,589.85	0.00	0.00	3,589.85
<b>B NSAA Activities Totals:</b>	4,000.00	4,794.85	2,359.57	0.00	6,435.28
<b>C Cross Country</b>					
5010580 Cross Country Travel	0.00	0.00	0.00	0.00	0.00
5010610 Cross Country Supplies	0.00	0.00	0.00	0.00	0.00
5010810 Cross Country Dues/Fees	0.00	0.00	50.00	0.00	-50.00
5010890 Cross Country Misc Exp	0.00	0.00	0.00	0.00	0.00
5015200 Cross Country transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>C Cross Country Totals:</b>	0.00	0.00	50.00	0.00	-50.00
<b>D Football</b>					
5020340 Football Officials	0.00	0.00	600.00	0.00	-600.00
5020580 Football Travel	0.00	0.00	0.00	0.00	0.00
5020610 Football Supplies	0.00	0.00	0.00	0.00	0.00
5020810 Football Dues/Fees	0.00	0.00	0.00	0.00	0.00
5020890 Football Misc Exp	0.00	0.00	0.00	0.00	0.00
5021710 Football Admissions	0.00	1,146.00	0.00	0.00	1,146.00
5025200 Football transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>D Football Totals:</b>	0.00	1,146.00	600.00	0.00	546.00
<b>E Girls Golf</b>					
5040580 Girls Golf Travel	0.00	0.00	0.00	0.00	0.00
5040610 Girls Golf Supplies	0.00	0.00	0.00	0.00	0.00
5040810 Girls Golf Dues/Fees	0.00	0.00	60.00	0.00	-60.00
5040890 Girls Golf Misc Exp	0.00	0.00	0.00	0.00	0.00
5045200 Girls Golf transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>E Girls Golf Totals:</b>	0.00	0.00	60.00	0.00	-60.00
<b>F Volleyball</b>					
5050340 Volleyball Officials	0.00	0.00	640.00	0.00	-640.00
5050580 Volleyball Travel	0.00	0.00	0.00	0.00	0.00
5050610 Volleyball Supplies	0.00	0.00	0.00	0.00	0.00
5050810 Volleyball Dues/Fees	0.00	0.00	0.00	0.00	0.00
5050890 Volleyball Misc Exp	0.00	0.00	0.00	0.00	0.00
5051710 Volleyball Admissions	0.00	805.00	0.00	0.00	805.00
5055200 Volleyball transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>F Volleyball Totals:</b>	0.00	805.00	640.00	0.00	165.00
<b>G Girls Basketball</b>					
5060340 Girls Basketball Officials	0.00	0.00	0.00	0.00	0.00
5060580 Girls Basketball Travel	0.00	0.00	0.00	0.00	0.00
5060610 Girls Basketball Supplies	0.00	0.00	0.00	0.00	0.00
5060810 Girls Basketball Dues/Fees	0.00	0.00	0.00	0.00	0.00
5060890 Girls Basketball Misc Exp	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

SELECTED Data

Date: 08/01/2021 thru 08/31/2021

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
5061710 Girls Basketball Admissions	0.00	0.00	0.00	0.00	0.00
5065200 Girls Basketball transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>G Girls Basketball Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>H Boys Basketball</b>					
5070340 Boys Basketball Officials	0.00	0.00	0.00	0.00	0.00
5070580 Boys Basketball Travel	0.00	0.00	0.00	0.00	0.00
5070610 Boys Basketball Supplies	0.00	0.00	0.00	0.00	0.00
5070810 Boys Basketball Dues/Fees	0.00	0.00	0.00	0.00	0.00
5070890 Boys Basketball Misc Exp	0.00	0.00	0.00	0.00	0.00
5071710 Boys Basketball Admissions	0.00	0.00	0.00	0.00	0.00
5075200 Boys Basketball transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>H Boys Basketball Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>I Wrestling</b>					
5080340 Wrestling Officials	0.00	0.00	0.00	0.00	0.00
5080580 Wrestling Travel	0.00	0.00	0.00	0.00	0.00
5080610 Wrestling Supplies	0.00	0.00	0.00	0.00	0.00
5080810 Wrestling Dues/Fees	0.00	0.00	0.00	0.00	0.00
5080890 Wrestling Misc Exp	0.00	0.00	0.00	0.00	0.00
5081710 Wrestling Admissions	0.00	0.00	0.00	0.00	0.00
5085200 Wrestling transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>I Wrestling Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>J Track &amp; Field</b>					
5090580 Track Travel	0.00	0.00	0.00	0.00	0.00
5090610 Track Supplies	0.00	0.00	0.00	0.00	0.00
5090810 Track Dues/Fees	0.00	0.00	0.00	0.00	0.00
5090890 Track Misc Exp	0.00	0.00	0.00	0.00	0.00
5095200 Track transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>J Track &amp; Field Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>K Boys Golf</b>					
5110580 Boys Golf Travel	0.00	0.00	0.00	0.00	0.00
5110610 Boys Golf Supplies	0.00	0.00	0.00	0.00	0.00
5110810 Boys Golf Dues/Fees	0.00	0.00	0.00	0.00	0.00
5110890 Boys Golf Misc Exp	0.00	0.00	0.00	0.00	0.00
5115200 Boys Golf Transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>K Boys Golf Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>L Play Production</b>					
5120580 Play Production Travel	0.00	0.00	0.00	0.00	0.00
5120610 Play Production Supplies	0.00	0.00	0.00	0.00	0.00
5120810 Play Production Dues/Fees	0.00	0.00	0.00	0.00	0.00
5120890 Play Production Misc Exp	0.00	0.00	0.00	0.00	0.00
5125200 Play Production transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>L Play Production Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>M Speech</b>					
5130340 Speech Judges	0.00	0.00	0.00	0.00	0.00
5130580 Speech Travel	0.00	0.00	0.00	0.00	0.00
5130610 Speech Supplies	0.00	0.00	0.00	0.00	0.00
5130810 Speech Dues/Fees	0.00	0.00	0.00	0.00	0.00
5130890 Speech Misc Exp	0.00	0.00	0.00	0.00	0.00
5135200 Speech transfer from GL	0.00	0.00	0.00	0.00	0.00
<b>M Speech Totals:</b>	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

SELECTED Data

Date: 08/01/2021 thru 08/31/2021

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>X NSAA Accounts zero/transfer</b>					
5001 Cross Country	0.00	0.00	0.00	0.00	0.00
5002 Football	0.00	0.00	0.00	0.00	0.00
5004 Girls Golf	0.00	0.00	0.00	0.00	0.00
5005 Volleyball	0.00	0.00	0.00	0.00	0.00
5006 Girls Basketball	0.00	0.00	0.00	0.00	0.00
5007 Boys Basketball	0.00	0.00	0.00	0.00	0.00
5008 Wrestling	0.00	0.00	0.00	0.00	0.00
5009 Track & Field	0.00	0.00	0.00	0.00	0.00
5011 Boys Golf	0.00	0.00	0.00	0.00	0.00
5012 Play Production	0.00	0.00	0.00	0.00	0.00
5013 Speech	0.00	0.00	0.00	0.00	0.00
5050 Admissions/Officials	0.00	0.00	0.00	0.00	0.00
5065 Travel	0.00	0.00	0.00	0.00	0.00
5070 Dues & Fees	0.00	0.00	0.00	0.00	0.00
<b>X NSAA Accounts zero/transfer Totals:</b>	0.00	0.00	0.00	0.00	0.00
<b>Report Totals:</b>	225,508.81	33,689.76	34,454.45	0.00	224,744.12

ACTIVITY FUND CHECK SUMMARY AUGUST 2021

Check Nun	Status	Check Date	Vendor Name	PO Number	Description	Amount
37627	C	8/3/2021	MIKE BROWN		reimb Coach's Clinic registration fee	\$65.00
37628	C	8/5/2021	Project Feeder Watch		Feeder Watch participation fee	\$18.00
37629	C	8/5/2021	Steven Dent		summer weights sponsor	\$25.00
37630	O	8/5/2021	Darrick Hanks		summer weights sponsor	\$25.00
37631	C	8/5/2021	NSAA		planners, calendars, rule books	\$63.00
37632	C	8/5/2021	Recognition Unlimited		Boys track state plaque	\$91.57
37633	C	8/5/2021	STRIV Inc		Media Platform Gold package	\$3,975.00
37634	C	8/5/2021	Black Hills State University		Lindey C Coble ID 101090583	\$500.00
37635	C	8/5/2021	Black Hills State University		Michelle Brown ID 101094377	\$200.00
37636	C	8/9/2021	Amazon Capital Services, Inc	21-0211	office wall art	\$32.00
37637	C	8/9/2021	Kwik Stop		gasoline	\$75.45
37638	C	8/9/2021	U.S. Bank		BBB Bridgeport lodge,FCCLA Omaha,XC Co camp	\$1,008.46
37639	C	8/19/2021	AINSWORTH COMMUNITY SCHOOLS		girls golf entry fee	\$60.00
37640	C	8/19/2021	Steven Dent		reimb coaching classes	\$170.00
37641	C	8/19/2021	SAMS CLUB/Synchrony Bank		concession & vending supplies	\$1,125.40
37642	C	8/19/2021	Scottsbluff High School		cross country entry fee	\$50.00
37643	O	8/19/2021	Sleep Inn & Suites Lincoln		coach's clinic lodging	\$1,020.00
37644	C	8/25/2021	Cash Pam Ginkens		change box \$ kept in safe for activities	\$900.00
37645	O	8/25/2021	Imperial		FB caps	\$1,341.52
37646	C	8/25/2021	Sterling West	21049	playground equipment 50% prepayment	\$21,210.69
37647	C	8/25/2021	Walsworth Publishing Company		2021 yearbook balance due	\$1,258.36
37648	O	8/25/2021	Nicole Huffman		VB vs Sandhills Thedford Official	\$140.00
37649	C	8/25/2021	Job Vigil		VB vs Sandhills Thedford Official	\$140.00
37650	O	8/25/2021	Travis Frickel		FB vs Sandhills Thedford Official	\$120.00
37651	O	8/25/2021	Jerry Gubbels		FB vs Sandhills Thedford Official	\$120.00
37652	O	8/25/2021	Keith Kerkman		FB vs Sandhills Thedford Official	\$120.00
37653	C	8/25/2021	Matt Ketteler		FB vs Sandhills Thedford Official	\$120.00
37654	C	8/25/2021	Doug Stanton		FB vs Sandhills Thedford Official	\$120.00
37655	O	8/25/2021	Amber Berliner		VB Triangular Official	\$180.00
37656	O	8/25/2021	SARA WILKE		VB Triangular Official	\$180.00
						\$34,454.45

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Mullen Public Schools (46-001) in Hooker County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 13th day of September, 2021 at 7:30 o'clock, P.M., at Mullen Public Schools for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Total Personal and Real Property Tax Requirement
	2019-2020 (1)	2020-2021 (2)	2021-2022 (3)			
General	\$ 3,466,337.71	\$ 3,903,719.00	\$ 4,737,386.55	\$ 925,000.00	\$ 2,508,695.55	\$ 3,185,546.00
Depreciation	\$ 32,319.00	\$ 159,701.00	\$ 492,834.80		\$ 492,834.80	
Employee Benefit	\$ -	\$ -	\$ 72,992.44	\$ -	\$ 72,992.44	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 168,934.47	\$ 132,823.62	\$ 453,453.88	\$ -	\$ 453,453.88	
School Nutrition	\$ 88,576.18	\$ 102,526.34	\$ 133,386.07	\$ -	\$ 133,386.07	
Bond	\$ 96,915.00	\$ 100,201.25	\$ 186,646.09	\$ -	\$ 186,646.09	\$ -
Special Building	\$ 31,719.83	\$ 1,586.80	\$ 448,164.77		\$ 448,164.77	\$ -
Qualified Capital Purpose Undertaking	\$ 21,037.50	\$ 21,037.50	\$ 536,767.90	\$ -	\$ 536,767.90	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 3,905,839.69</b>	<b>\$ 4,421,595.51</b>	<b>\$ 7,061,632.50</b>	<b>\$ 925,000.00</b>	<b>\$ 4,832,941.50</b>	<b>\$ 3,185,546.00</b>

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Mullen Public Schools (46-001) in Hooker County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 13th day of September, 2021 at 7:30 o'clock, P.M., at Mullen Public Schools for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2019-2020 (1)	2020-2021 (2)	2021-2022 (3)			
General	\$ 3,466,337.71	\$ 3,903,719.00	\$ 4,737,386.55	\$ 925,000.00	\$ 2,508,695.55	\$ 3,185,546.00
Depreciation	\$ 32,319.00	\$ 159,701.00	\$ 492,834.80		\$ 492,834.80	
Employee Benefit	\$ -	\$ -	\$ 72,992.44	\$ -	\$ 72,992.44	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 168,934.47	\$ 132,823.62	\$ 453,453.88	\$ -	\$ 453,453.88	
School Nutrition	\$ 88,576.18	\$ 102,526.34	\$ 133,386.07	\$ -	\$ 133,386.07	
Bond	\$ 96,915.00	\$ 100,201.25	\$ 186,646.09	\$ -	\$ 186,646.09	\$ -
Special Building	\$ 31,719.83	\$ 1,586.80	\$ 448,164.77		\$ 448,164.77	\$ -
Qualified Capital Purpose Undertaking	\$ 21,037.50	\$ 21,037.50	\$ 536,767.90	\$ -	\$ 536,767.90	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 3,905,839.69</b>	<b>\$ 4,421,595.51</b>	<b>\$ 7,061,632.50</b>	<b>\$ 925,000.00</b>	<b>\$ 4,832,941.50</b>	<b>\$ 3,185,546.00</b>

# NEBRASKA'S COLLEGE AND CAREER READY STANDARDS FOR ENGLISH LANGUAGE ARTS





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**Marissa Payzant, Ed.D.**, K-12 English Language Arts Specialist, Office of Teaching, Learning, and Assessment  
**Deb Romanek**, Math Specialist, Office of Teaching, Learning, and Assessment  
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## Acknowledgements

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## Introduction

The ability to use language for the pursuit of knowledge, for purposeful expression, and for active participation in civic life requires academic content standards that are clearly defined and increasingly rigorous across grade levels. The Nebraska English Language Arts standards encompass a wide range of essential skills in the areas of reading, writing, speaking, and listening. The standards, both individually and as an integrated whole, describe not only expectations for college, career, and civic readiness, but the 21<sup>st</sup> century literacies necessary for critical and innovative thinking and problem solving. The progression of skills within each strand are research and evidence-based and designed to prepare Nebraska's students for post-secondary and workforce demands.

## Content Area Standards Overview

Nebraska Revised Statute 79-760.01 requires the State Board of Education to adopt measurable academic content standards for the areas of reading, writing, mathematics, science, and social studies. Standards describe grade-level expectations for given content areas and provide a framework upon which Nebraska districts develop, establish, and implement curriculum. For effective teaching and learning to occur, the content area standards should drive local decisions related to instructional materials, resources, and interim, formative, and summative assessments.

The Nebraska Department of Education has identified quality criteria in the development of content area standards. These criteria ensure that standards are grounded in a strong research base of human cognition, motivation, and teaching and learning and describe essential knowledge and skills for college, career, and civic readiness. The English Language Arts standards, written by teams of Nebraska educators and reviewed by literacy experts, were developed with the following of indicators of quality:

**Measurable.** Standards provide benchmarks against which student progress toward learning goals can be measured.

**Appropriately challenging.** Standards must build in complexity so that by the end of grade 12, students are prepared for postsecondary education and the workforce.

**Connected.** Student learning is most effective when it connects knowledge and skills to related topics and real-world applications.

**Clearly worded.** Content area standards must effectively communicate what students should know and be able to do.

**Scaffolded.** Indicators in the Nebraska content area standards scaffold student learning by sequencing connected knowledge and skills across grades so that students build and deepen understanding and ability over time.

**Specific.** Specificity assures that the language used in standards and indicators is sufficiently detailed to be accurately interpreted by educators.

## English Language Arts Standards Design

Nebraska's English Language Arts Standards reflect the tiered structure common across all Nebraska content area standards. *Grade-level standards* include broad, overarching content-based statements that describe the basic cognitive or affective expectations of student learning. They also reflect, across all grade levels, the long-term goals for learning associated with college- and career-readiness. *Indicators* further describe what students must know and be able to do to meet the standard as well as provide guidance related to classroom instruction. In addition to standards and indicators, some of the Nebraska Standards for English Language Arts provide examples. The "e.g." statements, where appropriate, provide guidance relative to topics that may be included in a locally determined curriculum.

### Nebraska's standards are organized with three levels of specificity:

- **K-12 Comprehensive Statements**—Identify broad, general statements that are not grade-level specific and cover big ideas in the English Language Arts (Foundations of Reading, Reading Prose and Poetry, Reading Informational Text, Vocabulary, Writing, and Speaking and Listening).
- **Grade-Level Expectations**—Statements that identify what students should know and be able to do by the end of each identified grade/band. These statements are found within the categories of each strand, for example, Reading Prose and Poetry and Reading Informational Text strands are organized into four categories: *Central Ideas and Details*, *Author's Craft*, *Knowledge and Ideas*, and *Range of Reading and Level of Text Complexity*. Each of these categories includes a statement that describes the expectations for proficiency and remain consistent through grade levels.
- **Curricular Indicators**—Specific information to distinguish expectations between grade levels. They are considered an integral part of the standard to be taught.

### Coding

The standards are organized using a coding system that includes the content area, grade level, an abbreviation for the strand, the category within the strand, and the number within the strand. Lowercase letters represent indicators for some of the standards. *Note—not all standards include indicators.*

#### Example: LA.K.F.1.a

LA= Content Area

K= Kindergarten

F= Foundations of Reading

1= Concepts of Print

a= Indicator

## K-12 Comprehensive English Language Arts Standards

Strand	Comprehensive Standard
<b>Foundations of Reading (F)</b>	Students will develop and apply decoding and language comprehension skills and strategies to comprehend and learn from increasingly complex texts.
<b>Reading Prose and Poetry (RP)</b>	Students will learn and apply reading skills and strategies to comprehend grade-level literary texts.
<b>Reading Informational Text (RI)</b>	Students will learn and apply reading skills and strategies to comprehend grade-level informational texts.
<b>Vocabulary (V)</b>	Student will build and use conversational, academic, and discipline-specific, grade-level vocabulary.
<b>Writing (W) and Foundations of Writing (FW)</b>	Students will learn and apply writing skills and strategies to communicate effectively for a variety of purposes.
<b>Speaking and Listening (SL)</b>	Students will learn and apply speaking and listening skills and strategies to communicate effectively for a variety of audiences and purposes.

**Spiraled, Vertical Progressions.** The revised 2021 Nebraska English Language Arts Standards are formatted to support educators in both grade-level and vertical instructional planning. In addition to organization by grade level, the standards and indicators are formatted into spiraled, vertical articulations. This design demonstrates the interrelated nature of skills in the English Language Arts and their progression through the grade levels. The purpose of presenting the standards into vertical charts is to provide educators with a practical tool for the development of a locally-determined, standards-aligned curriculum.

For each standard in the areas of Foundations of Reading, Reading Prose and Poetry, Reading Informational Text, Writing\*, Vocabulary, and Speaking and Listening, the standards and indicators are listed in a table format from the 11-12 grade band and ending at Kindergarten.

\*Foundations of Writing standards and indicators are not charted.

## Text at the Center

The graphic below illustrates an integrated model of literacy. Although the standards are organized into the essential components of Foundations of Reading, Reading Comprehension, Writing, Vocabulary, and Speaking and Listening for conceptual clarity, the strands are closely interrelated. For example, students should engage in meaningful writing tasks in response to the complex texts they are reading. Likewise, many of the skills associated with research are applicable to both writing and speaking tasks. The hallmark of effective ELA instruction in the English Language Arts is to demonstrate this interrelatedness through thoughtful planning in daily lessons and in the scope and sequence of knowledge and skills over the course of a year.



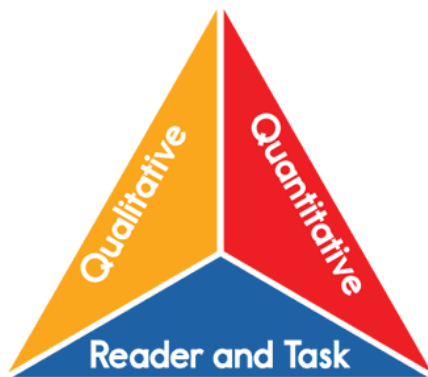
The 2021 revised College and Career Ready Standards for English Language Arts illustrate a text-centered approach to instruction. All students become proficient through deliberate practice. Practice means that students engage in an abundance of reading during the literacy block, both on- and off-grade-level, combined with thoughtful instruction so that all students have access to grade-level, complex texts. Students should have ample opportunity to express their understanding of meaning through discussion and writing. High-quality, grade-level complex texts can also provide the basis for instruction in other domains such as vocabulary acquisition and grammar, usage, and mechanics skills.

Students should spend significant time actively reading content-rich, complex text. Close reading of complex text is concentrated, demanding work that helps students discover how to learn from reading and grow their knowledge, vocabulary, and understanding of syntax.

Students should engage in a volume of reading to build knowledge and be exposed to academic language in all content areas. That volume of reading needs to be at a range of complexity levels so that every student can eventually read independently and proficiently. Much of this volume should be with information-rich text, either full-length books or conceptually connected shorter texts (groups of texts that cohere together to create a picture of a topic). A text-centered approach provides rich ELA/literacy classroom experiences and builds confident, joyful readers.

**Why text complexity matters.** Nearly half of American students graduating from high school will require some level of remediation to successfully read and understand the texts they will encounter as they enter college or the workforce. By the time many students complete their K-12 education, they are not able to meet the reading requirements they will face after graduation. An extensive body of research has emerged to explore the role of text complexity as it relates to students' ability to independently and proficiently comprehend the kinds of texts required in postsecondary work or their chosen career fields. A 2006 ACT study *Reading Between the Lines* examined student performance on reading comprehension measures to understand why some students performed below benchmark. The report indicated that the skills differentiating students who met the benchmark for reading proficiency from those who did not was their ability to answer correctly questions about more complex text.

**The role of standards.** The revised standards emphasize the range and complexity of texts that move students to proficiency as they progress through the grades. Below is the 3-part model for measuring the complexity of texts.



**Qualitative measures.** These include dimensions of text such as its purpose, levels of meaning, structure, conventions of language, and the knowledge demands they place upon the reader.

**Quantitative measures.** These measures refer to aspects of text complexity that can be objectively measured, for example, word length and frequency, sentence length, and text cohesion.

**Reader and Task considerations.** While quantitative and qualitative elements of complexity focus on the text itself, the *Reader and Task* dimension considers individual readers and variables such as their motivation, background knowledge, and the purpose and difficulty of the task associated with a given text. Assessments in this dimension rely on professional judgment and expertise of classroom teachers as they consider their students and the subject matter at hand.

**Lexile ranges.** Measures of text complexity must be aligned with college and career readiness expectations for all students. Qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year, credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale. *Please see Appendix A for associated Lexile ranges by grade band.*

**Distribution of literary and informational text types.** The 2009 reading framework for the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessments as students advance through the grades. The revised standards for English Language Arts are aligned to this framework so that all students are equipped to meet the text complexity demands of college and career readiness.

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. 2008.  
Reading Framework for the 2009 National Assessment of Educational Progress.

**Distribution of communicative purposes by grade in the 2011 NAEP Writing Framework.** NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The Framework recognizes these modes as mutually reinforcing writing capacities—writing to persuade, to explain, and to convey real or imagined experiences. A body of evidence related to the demands of college and career readiness requires shifting emphasis so that in grades 9-12, the overwhelming focus of writing is on arguments and informative/explanatory text types.

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. 2007.  
Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

**Shared responsibility for literacy development.** ELA teachers have a unique and specialized role in developing students' literacy skills, including systematic instruction of the foundations of reading and writing. But the comprehensive nature of the standards—reading, writing, language development, vocabulary acquisition, speaking and listening—and their applicability to student success in other content areas, requires that they be a shared responsibility within the school. An interdisciplinary approach to literacy assures students receive explicit instruction in reading and writing with a wide range of discipline-specific texts and tasks.

## The Nebraska Instructional Materials Collaborative

Every Nebraska student deserves the opportunity to learn from high-quality, standards-aligned instructional materials to prepare for success in college, career, and civic life. While the revised standards lay out a roadmap for the acquisition of 21<sup>st</sup> century literacy skills, high-quality instructional materials, along with a well-crafted, locally determined curriculum, are essential to assuring students meet grade-level benchmarks.



The Nebraska Instructional Materials Collaborative promotes and advances equity by providing tools and resources so that all Nebraska students have access to high-quality materials. This includes learning the content outlined in Nebraska's college- and career-ready standards but also includes opportunities for students to discover and explore their passions within the context of postsecondary interests. Research demonstrates that English language learners, students with disabilities, low-income, and students of color are less likely to have

access to high quality content or textbooks in the classroom. This inequity, in part, accounts for the significant achievement gap between these students and their peers. The NIMC is committed to help address this gap.

**Developing a vision.** As districts consider instructional materials, a key first step is establishing a district-wide vision for excellent literacy instruction in which all students have access to grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations.

The implementation of high-quality instructional materials is a critical to assuring students have access to the grade-level texts, tasks, and instruction that will prepare them for future success. The Nebraska Instructional Materials Collaborative provides reviews of ELA materials based upon:

- the text quality and complexity and their alignment to standards with tasks grounded in evidence;
- the knowledge-building of texts, vocabulary, and tasks;
- and instructional supports and usability measures.

In addition to review tools, the NIMC provides an abundance of resources such as subject-specific guidance for navigating the selection and implementation process, supporting research, professional development resources, communication tools, archived webinars, upcoming events, FAQs, and a statewide map of HQIMs in use by Nebraska districts. To learn more please visit the [Nebraska Instructional Materials Collaborative](#) website.

## Social Emotional Learning

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Because SEL plays a critical role in learning and human development, the revised standards for English Language Arts recognize it as an integral part of rigorous and meaningful curriculum and instruction.

**The CASEL Framework.** The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a widely used framework that identifies five core competencies:



**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

## Foundations of Reading

A sequence of explicit, systematic phonics instruction provides the foundation for literacy. Nebraska's 2021 College and Career Ready *Foundations of Reading* standards align with the body of research known as the science of reading. A systematic approach to the foundational skills—*Concepts of Print, Phonological Awareness, Phonics and Word Analysis, and Fluency*—supports emergent readers as they develop proficiency during the early years.

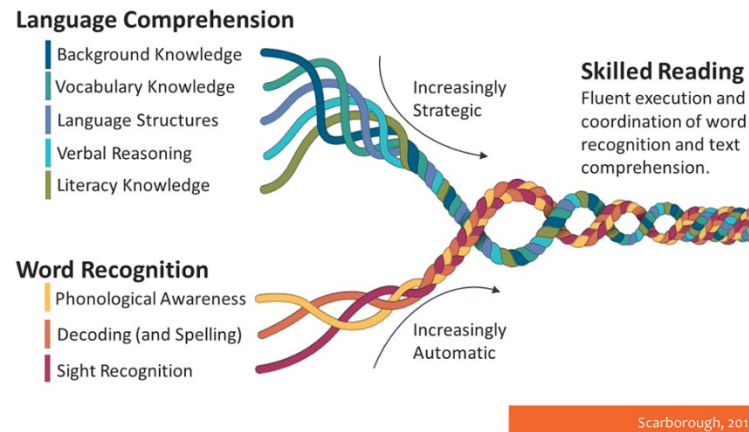
**Concepts of print.** Print concepts refers to the awareness of *how print works*. Examples include that print reads from left to right, that words are separated by spaces, and basic knowledge of the parts of a book.

**Phonological awareness.** Phonological or phonemic awareness is the ability to recognize and manipulate the sounds in spoken language. Young children begin developing phonological awareness by enjoying and reciting rhyming words and alliterative phrases from familiar stories, songs, or nursery rhymes.

**Phonics and word analysis.** The ability to match the sounds of spoken language with individual letters or groups of letters is known as *phonics*. Instruction focuses on common letter-sound correspondences, strategies for sounding out letters, and blending sounds into words. Word analysis instruction focuses on recognizing base words, prefixes, and suffixes in increasingly complex words.

**Fluency.** Fluency is the ability to read with speed, accuracy, and appropriate expression. As the ability to decode, or master letter-sound relationships, improves, so does a student's ability to read smoothly and clearly. Fluency is considered the "bridge" to reading comprehension; a student is considered a proficient reader when both fluency and reading comprehension are at grade level.

The graphic below, known as Scarborough's Rope, represents the complexities involved in learning to read and illustrates the interconnectedness of foundational reading skills. The Reading Rope is comprised of upper and lower "strands" related to language comprehension and word recognition. The elements of word recognition work together as a young reader develops automaticity with decoding and fluency with reading aloud. Language comprehension skills that include background knowledge, vocabulary, and knowledge of language structures, complement development in the lower strand. Over time, increasingly strategic instruction and opportunities for practice assure students grow into proficient readers.



The extent to which students master foundational skills determines their later ability to understand complex, grade-level texts in a variety of subject areas. While many students progress through learning targets naturally and with ease, as literacy expert and author Dr. Louisa Moats explains, "Teaching reading to a student who does not learn easily or naturally is a complex and challenging professional enterprise that requires deep knowledge of content of the cognitive and language factors that shape student learning, and of pedagogical detail."

The Nebraska State Board of Education supports and encourages systemic efforts to improve early literacy for all students, working to ensure that all students become successful readers and writers prepared for college, career, and civic life. To learn more about instructional resources, including for readers who struggle, please visit <https://www.education.ne.gov/nebraskareads/>.

## Key Features of the Standards

### **Reading: Text complexity and the growth of comprehension.**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. The standards are designed to demonstrate a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### **Writing: Text types, responding to reading, and research.**

The revised standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and literary forms. The *Modes of Writing* standards and indicators convey the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout this document.

### **Production of writing: Conventions, effective use, and vocabulary.**

The *Production of Writing* strand includes the many skills that comprise essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. These standards and indicators also recognize the sentence as the building block of writing and build in sophistication as they progress through the grades. The *Vocabulary* standards complement the sequence of grammar, usage, and mechanics with their focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

### **Speaking and Listening: Flexible communication and collaboration including but not limited to skills necessary for formal presentations.**

The *Speaking and Listening* standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

# Kindergarten Standards

## ■ FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

**LA.K.F.1** Demonstrate knowledge of the organization and basic concepts of print.

- a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text.
- b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning.
- c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print.
- d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

**LA.K.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Segment and count spoken sentences into words.
- b. Recognize and begin to produce oral rhymes.
- c. Count, produce, and segment spoken words into syllables and identify syllable parts.
- d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).
- e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;' e.g., "Say 'cowboy.' Say it again but don't say 'cow'").
- f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.K.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Demonstrate basic knowledge of one-to-one sound to letter correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Decode consonant-vowel-consonant (CVC) words.
- d. Encode consonant-vowel-consonant (CVC) words.
- e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

- a. Recognize upper and lowercase letters automatically and accurately.
- b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.
- c. Read grade level high-frequency words with automaticity and accuracy (e.g. Fry or Dolch words or those included in instructional materials).

### **Instructional Considerations**

- In recognizing and producing oral rhymes, students should indicate the location of the rhyme, i.e. at the end of a line of print.
- Students can demonstrate understanding of one-to-one correspondence between voice and print by pointing to each word in a sentence as it is read aloud.
- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

**LA.K.RP.1** With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.

**LA.K.RP.2** With prompting and support, identify main character(s), setting, and important events in a literary text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.K.RP.3** With prompting and support, define the role of author and illustrator in a literary text.

**LA.K.RP.4** With prompting and support, identify the basic characteristics of literary text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.K.RP.5** With prompting and support, compare and contrast the experiences of characters in familiar stories.

**LA.K.RP.6** With prompting and support, ask and answer questions about key details in a literary text.

**LA.K.RP.7** With prompting and support, make connections between own experiences and other cultures in literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary texts independently and proficiently.

**LA.K.RP.8** Actively engage in group reading activities with purpose and understanding.

### Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.

**LA.K.RI.1** With prompting and support, identify the main topic and key details in an informational text.

**LA.K.RI.2** With prompting and support, identify key individuals, events, or pieces of information in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.

**LA.K.RI.3** With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

**LA.K.RI.4** With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.

**LA.K.RI.5** With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

**LA.K.RI.6** With prompting and support, explain the difference between facts and opinions about a topic.

**LA.K.RI.7** With prompting and support, make connections between own experiences and other cultures in informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational texts independently and proficiently.

**LA.K.RI.8** Actively engage in group reading activities with purpose and understanding.

### Instructional Considerations

- A text's topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, "zoo animals."
- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students may explain orally statements of fact or opinion either in response to questions or while engaging in discussion of text.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.K.V.1** Recognize and use conversational and grade-level academic vocabulary.

- a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).
- b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.
- c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.K.V.2** Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.
- b. With prompting and support, deepen understanding of words by identifying and relating them to their opposites.
- c. With prompting and support, ask and answer questions about key words and phrases to determine their meaning.
- d. With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Foundations of Writing** | Apply handwriting skills to communicate ideas and information.

**LA.K.FW.1** Demonstrate basic handwriting skills.

- a. Identify and match upper and lowercase manuscript letters.
- b. Print many upper and lowercase manuscript letters using reference materials and classroom resources.
- c. Write left to right and use appropriate spacing between letters and words.

**LA.K.FW.2** Demonstrate sound-letter concepts when writing.

- a. Segment phonemes orally in single-syllable words.
- b. Demonstrate understanding that syllables are organized around vowel sounds.
- c. Form upper and lowercase manuscript letters using reference materials and classroom resources.
- d. Write left to right and use appropriate spacing between letters and words.

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.K.W.1** With prompting and support, form and use complete simple sentences in shared language activities.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).
- d. Form regular plural nouns by adding */s/* or */es/*.
- e. Use interrogatives to ask questions.
- f. Use subject-verb agreement in simple sentences.

**LA.K.W.2** With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.

- a. Use prewriting activities and resources to generate ideas.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Use feedback from others to improve writing and/or add details.
- d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.K.W.3** With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

**LA.K.W.4** With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.

**LA.K.W.5** With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.

**LA.K.W.6** With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.

### **Instructional Considerations**

- The standards contain four broad modes of writing—**Narrative, Opinion (K-5), Informative/Explanatory,** and **Research.**
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.
- At this grade level, written pieces may be a combination of words, pictures, and dictated text.
- At this grade level, some personal opinion may be included in informational pieces.
- *The improvement of writing* refers to the editing of both drawing and writing.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.K.SL.1** With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following one/two-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.K.SL.2** With prompting and support, describe familiar people, places, things, and events, and provide additional detail.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- b. Convey a personal perspective with clear reasons.
- c. Explain the purpose of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 1 Standards

## ■ FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

**LA.1.F.1** Demonstrate knowledge of the organization and basic concepts of print.

- a. Recognize the distinguishing features of a sentence.

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

understanding of spoken words, syllables, and sounds (phonemes).

**LA.1.F.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Identify, segment and blend phonemes in single syllable spoken three and four phoneme words including words with blends.
- b. Delete initial and final phonemes in words.
- c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.
- d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.1.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.
- b. Decode and encode simple words with r-controlled vowels.
- c. Decode and encode regularly spelled one-syllable words.
- d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.
- e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.
- f. Decode and encode words with inflectional endings.
- g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- h. Recognize and read grade-appropriate, irregularly spelled words.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

**LA.1.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode and encode words with inflectional endings.
- b. Use appropriate rate, expression, and intonation to reflect the meaning of text.
- c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

### **Instructional Considerations**

- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

**LA.1.RP.1** Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.

**LA.1.RP.2** Identify the main character(s), setting, and important events, drawing on key details in a literary text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary texts.

**LA.1.RP.3** Explain the difference between the roles of author and narrator or speaker in a literary text.

**LA.1.RP.4** Identify the basic characteristics of literary text, drawing on a wide range of text types.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary texts.

**LA.1.RP.5** Compare and contrast the experiences of characters in familiar stories.

**LA.1.RP.6** Ask and answer questions about key details in a literary text.

**LA.1.RP.7** Make connections between own experiences and other cultures in literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary texts independently and proficiently.

**LA.1.RP.8** With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.

### Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, descriptions should be both oral and written as students respond to questions or engage in discussion.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.

**LA.1.RI.1** Identify the main topic and key details in an informational text.

**LA.1.RI.2** Identify key individuals, events, or pieces of information in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.

**LA.1.RI.3** Define the role of the author and illustrator in presenting the ideas or information in a text.

**LA.1.RI.4** Use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.

**LA.1.RI.5** Identify basic similarities and differences between two informational texts on the same topic.

**LA.1.RI.6** Identify an author's opinion(s) about a text.

**LA.1.RI.7** Make connections between own experiences and other cultures in informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational texts independently and proficiently.

**LA.1.RI.8** With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.

### Instructional Considerations

- A text's topic is its general subject, which is typically a word or short phrase describing what the text is about, for example, "zoo animals."
- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

## VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.1.V.1** Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary.

- a. Use sentence-level context clues to determine the meaning of a word or phrase.
- b. Use commonly occurring affixes to determine the meaning of unknown words.
- c. Identify commonly occurring root words and their inflectional forms.
- d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.1.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Sort common words and phrases into conceptual categories to develop an understanding of word relationships.
- b. Define words by their category and simple attributes (e.g., a duck is a bird that swims).
- c. Ask and answer questions about key words and phrases to determine their meaning.
- d. Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).

### Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Foundations of Writing** | Apply handwriting skills to legibly communicate ideas and information.

**LA.1.FW.1** Demonstrate and apply handwriting skills.

- a. Print all upper and lowercase manuscript letters using correct formation.
- b. Write the common grapheme (letter or letter group) for each phoneme.
- c. Use appropriate spacing between letters and words.

**LA.1.FW.2** Demonstrate sound-letter concepts when writing.

- a. Segment phonemes in two- and three-phoneme syllables.
- b. Write letters used to represent vowel phonemes and those used to represent consonants; demonstrate understanding that every syllable has a vowel.

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.1.W.1** Write and expand grammatically correct simple sentences and paragraphs.

- a. Capitalize proper nouns (e.g., days of the week, names of people).
- b. Use end punctuation, commas in dates, and commas to separate single words in a series.
- c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.
- d. Form and use regular and frequently occurring irregular plural nouns.
- e. Use subject-verb agreement in simple and compound sentences.

**LA.1.W.2** Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to generate and organize ideas.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Use feedback from others to improve writing and/or add details.
- d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.1.W.3** With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events.

- a. Include some relevant details.
- b. Use time order words to signal sequence of events.
- c. Provide a sense of closure.

**LA.1.W.4** With prompting and support, express an opinion about a topic or text and provide a supporting reason.

- a. Introduce a topic or text.
- b. State an opinion and provide a reason to support the opinion.
- c. Provide a sense of closure.

**LA.1.W.5** With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.

- a. Introduce a topic.
- b. Develop a topic using supporting facts and details.
- c. Use words and phrases related to the topic.
- d. Provide a sense of closure.

**LA.1.W.6** With prompting and support, identify information from provided sources to answer a question.

- a. Retell or recall information from provided sources.
- b. Use provided print and/or digital tools to gather information and ideas to answer questions.
- c. Sort evidence and information into categories.
- d. Use provided print and/or digital tools to gather information and ideas and to answer questions.
- e. Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.1.SL.1** Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following one/two-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.1.SL.2** Tell a story or recount experiences with appropriate facts and pertinent descriptive details.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.
- b. Convey a personal perspective with clear reasons.
- c. With prompting and support, explain the purpose of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 2 Standards

## ■ FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

**LA.2.F.1** Demonstrate knowledge of the organization and basic concepts of print.

- a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

**LA.2.F.2** Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).

- a. Identify, segment, and blend phonemes in single syllable spoken five and six phoneme words including words with blends, digraphs, and trigraphs.
- b. Substitute sounds in words with five or more phonemes.
- c. Delete initial and final phonemes in words including words with blends.

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.2.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with variable vowel teams and vowel diphthongs.
- b. Decode regularly spelled two-syllable words with long vowels.
- c. Decode words with open and closed syllables and consonant -le.
- d. Decode words with common Anglo roots and suffixes.
- e. Decode words with silent letter combinations.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

**LA.2.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.
- b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

### **Instructional Considerations**

- *Phonological awareness* refers to oral skills and to the syllable, onset-rime, and phoneme levels and does not involve print or letter knowledge.
- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.2.RP.1** Recount narratives and determine their central message, lesson, or moral.

**LA.2.RP.2** Describe characters and how they interact with one another.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.2.RP.3** Determine and explain who is telling a story within and across literary texts.

**LA.2.RP.4** Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.2.RP.5** Compare and contrast two or more versions of the same literary text by different authors or from different cultures.

**LA.2.RP.6** Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.

**LA.2.RP.7** Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.2.RP.8** With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.

### Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using text evidence is a necessary step.
- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.2.RI.1** Identify the main topic and key details in a multi-paragraph text.

**LA.2.RI.2** Describe the connections between individuals, historical events, scientific ideas, or steps in a process.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.2.RI.3** Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.

**LA.2.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.2.RI.5** Compare and contrast the two most important ideas presented by two informational texts on the same topic.

**LA.2.RI.6** Explain an author's opinion(s) and supporting evidence from the text.

**LA.2.RI.7** Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.2.RI.8** With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.

### Instructional Considerations

- Making predictions and drawing conclusions, known as *forward inferencing*, occur when readers draw from textual information provided up to that point in the text; confirming predictions using textual evidence is a necessary step after making predictions about a topic or events.
- At this grade level, students should explain both orally and in writing statements of fact or opinion, either in response to questions or while engaging in discussion of text.
- Simple graphic organizers (Venn diagrams, t-charts) will support students in understanding similarities and differences.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.2.V.1** Recognize and use conversational and grade-level academic vocabulary.

- a. Use sentence-level context clues to determine the meaning of a word or phrase.
- b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).
- c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).
- d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).
- e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.2.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Ask and answer questions about key words and phrases to determine their meaning.
- b. Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Foundations of Writing** | Apply handwriting skills to communicate ideas and information.

**LA.2.FW.1** Demonstrate and apply handwriting skills.

- a. Write legibly using correct formation of letters with automaticity and proper spacing between words.

**LA.2.FW.2** Demonstrate sound-letter concepts when writing.

- a. Write common graphemes (letters or letter groups) for each phoneme.

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.2.W.1** Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).

- a. Capitalize proper nouns (e.g., holidays, countries, product names).
- b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.
- c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.
- d. Maintain consistent verb tense across sentences or paragraphs.

**LA.2.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.2.W.3** Write personal or fictional narratives that retell two or more appropriately sequenced events.

- a. Include relevant details about characters and settings.
- b. Use time order words to signal a sequence of events.
- c. Provide a sense of closure.

- LA.2.W.4** Express an opinion and provide supporting reasons.
- Introduce a topic or text.
  - State an opinion and provide reasons to support the opinion.
  - Provide a concluding statement or section.

- LA.2.W.5** Write informative/explanatory pieces about a topic or text with supporting facts and details.
- Introduce a topic or text.
  - Develop a topic with facts, details, and definitions.
  - Use words and phrases related to the topic.
  - Provide a concluding statement or section.

- LA.2.W.6** Locate information from provided sources to answer questions about a topic.
- Retell information from provided sources to support ideas while avoiding plagiarism.
  - Identify print and digital tools to gather information and ideas and answer questions.
  - Sort evidence and information into categories.
  - Demonstrate academic integrity by referencing sources in writing and speaking.
  - Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.2.SL.1** Participate with peers and adults in structured discussions and routines about 2nd grade topics and texts.

- a. Ask pertinent questions to acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.2.SL.2** Tell a story or recount an experience with appropriate facts and pertinent descriptive details.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.
- b. Convey a personal perspective with clear reasons.
- c. Explain the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).
- e. Use appropriate visual and/or digital tools to support verbal communication.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 3 Standards

## ■ FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.3.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Latin suffixes.
- b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.
- c. Decode multisyllabic words.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

**LA.3.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

- a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.
- c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).

### **Instructional Considerations**

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.

**LA.3.RP.1** Identify the central message or lesson in a literary text and explain how key details support that idea.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

**LA.3.RP.3** Determine and explain the point of view in a literary text.

**LA.3.RP.4** Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.

**LA.3.RP.2** Explain how characters respond to major events and challenges in a literary text.

**LA.3.RI.1** Identify the central idea and explain how key details support that idea.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.3.RP.5** Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).

**LA.3.RP.6** Explain what the text says explicitly and draw inferences when asking and answering questions.

**LA.3.RP.7** Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.3.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.

### Instructional Considerations

- In describing settings or characters, students should explain what in the text the descriptions are based upon.
- Students should be made aware that not all narratives contain a central message or lesson.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Point of view* refers to the vantage point from which a narrative is told.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.3.RI.1** Identify the central idea and explain how key details support that idea.

**LA.3.RI.2** Explain the relationship between individuals, historical events, scientific ideas or concepts, or steps in a process.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.3.RI.3** Determine and explain the author's purpose in an informational text.

**LA.3.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.3.RI.5** Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.

**LA.3.RI.6** Identify an author's claim(s) and explain how the author supports the claim(s) in the text.

**LA.3.RI.7** Compare and contrast topics and/or patterns of events in a range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.3.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.

### Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.3.V.1** Acquire and use grade-level academic vocabulary appropriately.

- a. Use sentence-level context clues to determine the meaning of a word or phrase.
- b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).
- c. Use known root words to determine the meaning of unknown words (e.g., company, companion).
- d. Determine the meanings of key words and phrases using reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.3.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- c. Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.3.W.1** Write paragraphs using a variety of sentence types.

- a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.
- b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.
- c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.
- d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
- e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.
- f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.
- g. Use frequently occurring prepositions and prepositional phrases.

**LA.3.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.3.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).
- b. Include descriptive details about characters, events, or settings.
- c. Use words and phrases to signal a sequence of events.
- d. Provide a closure related to the creative or expressive event or experience.

**LA.3.W.4** Write opinion pieces with supporting reasons and/or evidence.

- a. Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.
- b. Use linking words and phrases to connect opinions and reasons.
- c. Provide a concluding statement or section related to the opinion.

**LA.3.W.5** Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

- a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.
- b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.
- c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- d. Provide a concluding statement or section related to the topic.

**LA.3.W.6** Locate evidence from literary and/or informational text sources to answer questions about a topic.

- a. Paraphrase information from sources to support ideas while avoiding plagiarism.
- b. Identify print and digital tools to gather information and ideas to answer questions.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. *Mechanics* may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.3.SL.1** Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.

- a. Ask relevant questions to build on ideas and acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.3.SL.2** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Identify the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 4 Standards

## FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.4.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Latin derived words.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

**LA.4.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.

- a. Read a variety of text accurately using appropriate rate, expression/prosody and intonation to reflect the meaning of text.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

### Instructional Considerations

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. "Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension," (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.4.RP.1** Determine a theme in a literary text and how it is conveyed through key details.

**LA.4.RP.2** Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.4.RP.3** Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.

**LA.4.RP.4** Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.4.RP.5** Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.

**LA.4.RP.6** Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.

**LA.4.RP.7** Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.4.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.

### **Instructional Considerations**

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.4.RI.1** Determine the central idea of an informational text and how it is conveyed through key details.

**LA.4.RI.2** Analyze an individual, event, scientific idea or concept, or steps in a process.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.4.RI.3** Compare and contrast authors' perspectives in multiple informational texts of the same topic.

**LA.4.RI.4** Describe the overall structure of an informational text and how it contributes to meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.4.RI.5** Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.

**LA.4.RI.6** Identify an author's claim(s) and explain how the author supports the claim in the text.

**LA.4.RI.7** Explain an author or speaker's treatment of similar topics and/or patterns of events in a wide range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.4.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.

### Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Student should be made aware that authors sometimes use different structures for different sections within a larger piece.

## VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.4.V.1** Acquire and use grade-level academic vocabulary appropriately.

- a. Use context clues (e.g., definitions, examples, or restatements) to determine the meanings of words and phrases.
- b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).
- c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.4.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.
- b. Recognize and explain the meaning of commonly occurring idioms and adages.
- c. Use knowledge of words by relating them to their antonyms and synonyms.

### Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.4.W.1** Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.

- a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).
- b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.
- c. Identify and use simple appositive phrases.
- d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).
- e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).
- f. Identify and revise fragment and run-on sentences in speaking and writing.

**LA.4.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.4.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or character(s).
- b. Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.
- c. Use transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the creative or expressive event or experience.

**LA.4.W.4** Write opinion pieces that explain a perspective with supporting reasons and/or evidence.

- a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.
- b. Use facts and details to support reasons and/or evidence.
- c. Use linking words and phrases to connect ideas.
- d. Provide a concluding statement or section related to the opinion.

**LA.4.W.5** Write informative/explanatory pieces to examine a topic or text and convey ideas and information.

- a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
- c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- d. Provide a concluding statement or section related to the information or explanation(s).

**LA.4.W.6** Locate and summarize relevant evidence from literary and/or informational text sources to answer questions about a topic.

- a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
- b. Identify print and digital tools to gather information and evidence.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.4.SL.1** Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.

- a. Ask relevant questions to build on ideas or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.4.SL.2** Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Identify the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 5 Standards

## FOUNDATIONS OF READING

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.  
*Mastered at Grade 2 and blended with other skills at this grade level.*

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

**LA.5.F.3** Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.

- a. Decode words with common Greek derived words.
- b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

**LA.5.F.4** Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.

- a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.
- b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.

### Instructional Considerations

- *Phonics* refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).
- Many high-frequency words at the primary grade levels are either irregularly spelled or temporarily irregular, thus students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. High-frequency words should be introduced utilizing the regular sound-spelling patterns found within the word, not only as words to be memorized.
- *Reading fluency* refers to efficient, effective word recognition skills that permit a reader to construct the meaning of text. “Fluency is manifested in accurate, rapid, expressive oral reading and is applied during, and makes possible, silent reading comprehension,” (Pikulski & Chard, 2005).
- Students at this grade level should practice reading fluently with texts within the grade band for quantitative complexity measures and appropriate in content and qualitative measures.
- *Prosody* refers to the patterns of pausing to reflect the meaning of text while reading aloud.

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.5.RP.1** Explain the theme in a literary text and how it is conveyed through key details.

**LA.5.RP.2** Compare and contrast two or more characters, settings, or events in a literary text or texts.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.5.RP.3** Describe how a narrator or speaker's point of view influences the meaning of a literary text.

**LA.5.RP.4** Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.5.RP.5** Compare and contrast the treatment of themes and topics in literary texts of the same genre.

**LA.5.RP.6** Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

**LA.5.RP.7** Explain the relationships between two or more characters, events, or ideas in a range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.5.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.

### Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

**LA.5.RI.1** Explain the central idea in an informational text and how it is conveyed through key details.

**LA.5.RI.2** Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from an informational text or texts.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.5.RI.3** Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.

**LA.5.RI.4** Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

**LA.5.RI.5** Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.

**LA.5.RI.6** Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).

**LA.5.RI.7** Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.5.RI.8** Read and comprehend a wide range of informational text of appropriate complexity for Grade 5 independently and proficiently.

### Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.

- *Text structure* refers to the primary way an author organizes information in a text. Student should be made aware that authors sometimes use different structures for different sections within a larger piece.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.5.V.1** Acquire and use grade-level academic vocabulary appropriately.

- a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.
- c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.5.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.
- c. Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## ■ Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.5.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.
- b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question, and to indicate direct address.
- c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.
- d. Distinguish between and use types of adjectives (e.g., comparative, superlative).
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

**LA.5.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and resources to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).
- f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.5.W.3** Write creative and/or expressive pieces that describe a well-developed event or experience.

- a. Establish a situation and introduce a narrator and/or characters.
- b. Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.
- c. Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.
- d. Provide a conclusion related to the creative or expressive event or experience.

**LA.5.W.4** Write opinion pieces that explain a perspective with supporting reasons and evidence.

- a. Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.
- b. Use facts and details to support reasons and/or evidence.
- c. Use words, phrases, and key vocabulary to connect ideas.
- d. Provide a concluding statement or section related to the perspective.

**LA.5.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.
- c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.
- d. Provide a concluding statement or section related to the information or explanation(s).

**LA.5.W.6** Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.

- a. Paraphrase information and evidence to support ideas while avoiding plagiarism.
- b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.5.SL.1** Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.5.SL.2** Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.

- a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Identify the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 6 Standards

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.6.RP.1** Determine the implied or explicit theme of a literary text and how it develops over the course of a text.

**LA.6.RP.2** Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.6.RP.3** Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.

**LA.6.RP.4** Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g. theme, setting, or plot).

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

**LA.6.RP.5** Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.

**LA.6.RP.6** Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

**LA.6.RP.7** Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

**LA.6.RP.8** Read and comprehend a wide range of literary text of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

### Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.6.RI.1** Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.

**LA.6.RI.2** Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.6.RI.3** Explain how an author establishes and conveys a perspective or purpose in an informational text.

**LA.6.RI.4** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.6.RI.5** Compare and contrast one author's presentation of information with that of another.

**LA.6.RI.6** Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

**LA.6.RI.7** Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.6.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

### Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

## VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.6.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

**LA.6.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

### Instructional Considerations

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.6.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.
- c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.
- d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.
- e. Identify and use verb tenses (e.g., progressive).
- f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).
- g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

**LA.6.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.6.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g. dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

- d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
- e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

**LA.6.W.4** Write arguments that explain a perspective with supporting reasons and evidence.

- a. Introduce a claim clearly and develop a structure in which the ideas are grouped logically.
- b. Use relevant evidence from two or more credible sources.
- c. Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from the argument presented.

**LA.6.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
- c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

**LA.6.W.6** Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.

- a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.
- b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.6.SL.1** Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with diverse individuals in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.6.SL.2** Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.
- b. Convey a perspective with clear reasoning and support.
- c. Analyze the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 7 Standards

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.7.RP.1** Determine two or more implied or explicit themes in a literary text and how they are supported with key details.

**LA.7.RP.2** Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.7.RP.3** Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.

**LA.7.RP.4** Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.7.RP.5** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.

**LA.7.RP.6** Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

**LA.7.RP.7** Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.7.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

### Instructional Considerations

- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## READING INFORMATIONAL TEXT

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.7.RI.1** Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.

**LA.7.RI.2** Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.7.RI.3** Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.

**LA.7.RI.4** Analyze how the major sections of text contribute to the development of ideas in an informational text.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.7.RI.5** Analyze how the major sections of text contribute to the development of ideas in an informational text.

**LA.7.RI.6** Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

**LA.7.RI.7** Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.7.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.

### Instructional Considerations

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

## **VOCABULARY**

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.7.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

**LA.7.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
- b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
- c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).

### **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.7.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use a comma to separate coordinate adjectives.
- c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
- d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.

**LA.7.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.7.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view, and organizing an event sequence that unfolds naturally and logically.
- b. Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
- c. Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.

- d. Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
- e. Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.

**LA.7.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Explain and cite relevant evidence from multiple credible sources.
- c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
- d. Provide a concluding statement or section that follows from and supports the argument(s) presented.

**LA.7.W.5** Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.

- a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
- b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.
- c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

**LA.7.W.6** Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. Mechanics may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.7.SL.1** Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.7.SL.2** Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose and credibility of information being presented.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grade 8 Standards

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.8.RP.1** Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.

**LA.8.RP.2** Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.8.RP.3** Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.

**LA.8.RP.4** Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.8.RP.5** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.

**LA.8.RP.6** Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.

**LA.8.RP.7** Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.8.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

### **Instructional Considerations**

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## **READING INFORMATIONAL TEXT**

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.8.RI.1** Determine two or more implied or explicit central ideas and how they develop over the course of an informational text, including their relationship to supporting ideas.

**LA.8.RI.2** Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.8.RI.3** Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.

**LA.8.RI.4** Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.8.RI.5** Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.

**LA.8.RI.6** Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.

**LA.8.RI.7** Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.8.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 6-8 grade band independently and proficiently.

### **Instructional Considerations**

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.8.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

**LA.8.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Determine the relationship between particular words to better understand each of the words.
- c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.8.W.1** Create grammatically correct multi-paragraph compositions with varied sentence structures.

- a. Apply knowledge of rules for capitalization.
- b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.
- c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).
- d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g. indicative, subjunctive, conditional, imperative).
- e. Use appropriate parallel structure in words, phrases, and clauses.
- f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.

**LA.8.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.
- d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.8.W.3** Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.

- b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.
- e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.

**LA.8.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
- b. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.
- c. Explain and cite relevant evidence from multiple credible sources.
- d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.
- e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- f. Provide a conclusion that follows from and supports the argument(s) presented.

**LA.8.W.5** Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.
- d. Provide a concluding statement or section that follows from the information or explanation(s).

**LA.8.W.6** Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).

- a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.

- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. *Mechanics* may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.8.SL.1** Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.8.SL.2** Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented and evaluate its motives (e.g., social, commercial, political).
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- At this grade level, students should be encouraged to reply to questions both orally and in writing using complete sentences.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grades 9-10 Standards

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.10.RP.1** Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.

**LA.10.RP.2** Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.10.RP.3** Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.

**LA.10.RP.4** Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.10.RP.5** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).

**LA.10.RP.6** Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

**LA.10.RP.7** Analyze multiple perspectives within and across a wide range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.10.RP.8** Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

### **Instructional Considerations**

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## **READING INFORMATIONAL TEXT**

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational text.

**LA.10.RI.1** Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.

**LA.10.RI.2** Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.10.RI.3** Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**LA.10.RI.4** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.10.RI.5** Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.

**LA.10.RI.6** Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.

**LA.10.RI.7** Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.10.RI.8** Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.

### **Instructional Considerations**

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.10.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

**LA.10.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.10.W.1** Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.

- a. Apply knowledge of rules for capitalization.
- b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.
- c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.
- d. Select and use verbs with appropriate voice and mood.
- e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.

**LA.10.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

**LA.10.W.3** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.
- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

**LA.10.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

**LA.10.W.5** Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.

- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

**LA.10.W.6** Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.
- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g. MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. *Mechanics* may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## ■ SPEAKING AND LISTENING

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.10.SL.1** Initiate and participate in structured discussions and collaborations about grade-level topics and texts.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.10.SL.2** Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.

### ■ **Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grades 11-12 Standards

## READING PROSE AND POETRY

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.12.RP.1** Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.

**LA.12.RP.2** Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.

**LA.12.RP.3** Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.

**LA.12.RP.4** Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.

**LA.12.RP.5** Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

**LA.12.RP.6** Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.

**LA.12.RP.7** Analyze and evaluate multiple perspectives within and across a wide range of literary texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary text independently and proficiently.

**LA.12.RP.8** Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

### **Instructional Considerations**

- Students at this grade level should understand distinctions between *universal*, *implied*, and *explicit* themes.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based largely on personal knowledge and experience.
- At all grade levels, students should read paired, conceptually-related (by topic, theme, and/or genre) literary and informational texts.
- *Author's craft* refers to the techniques an author uses to develop and support a theme.

## **READING INFORMATIONAL TEXT**

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary text.

**LA.12.RI.1** Evaluate the development of central ideas over the course of an informational text or texts.

**LA.12.RI.2** Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational text.

**LA.12.RI.3** Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.

**LA.12.RI.4** Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational text.

**LA.12.RI.5** Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.

**LA.12.RI.6** Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.

**LA.12.RI.7** Analyze and evaluate multiple perspectives within and across a wide range of informational texts.

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level informational text independently and proficiently.

**LA.12.RI.8** Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.

### **Instructional Considerations**

- A *claim* refers to an author's primary argument and is supported by textual evidence.
- *Author's craft* refers to the techniques an author uses to develop and support a claim.
- *Point of view* refers to the vantage point from which a story is told, while *perspective* is an author's attitude or belief that is based on personal knowledge and/or experience.
- *Text structure* refers to the primary way an author organizes information in a text. Students at this grade level should be able to identify different structures for different sections within a larger piece.

## ■ VOCABULARY

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

**LA.12.V.1** Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.

- a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

**LA.12.V.2** Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.
- b. Analyze nuances in the meanings of words with similar denotations.

### ■ **Instructional Considerations**

- *Academic vocabulary* refers to words likely to appear in a variety of content area texts, at or above grade-level, and typically requires explicit instruction. Students should be encouraged to use newly acquired terms frequently in speaking and writing.
- The vast majority of academic vocabulary taught should derive from complex texts—a careful review of texts for challenging words that are central to understanding the meaning of the text, including figurative language, should determine which vocabulary is taught explicitly (sometimes in advance of reading).
- Include a word study component that includes prefixes, root words, and suffixes to accompany text-based methods of vocabulary development.
- Reading aloud to students using texts that are two grade levels higher than their reading level is an evidence-based practice for activating prior knowledge and building vocabulary.

## ■ WRITING

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

**LA.12.W.1** Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.

- a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.
- b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.

**LA.12.W.2** Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.

- a. Identify and use resources and inquiry tools to plan, organize, and draft writing.
- b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.
- c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.
- d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.
- e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.

**Modes of Writing** | Write in a variety of modes for multiple purposes and audiences across disciplines.

**LA.12.W.3** Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.

- e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.

**LA.12.W.4** Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.

- a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.
- b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.
- c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.
- d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.
- e. Provide a conclusion that follows from and supports the argument(s) presented.

**LA.12.W.5** Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.

- a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.
- b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.
- c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.
- e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.

**LA.12.W.6** Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).

- a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.

- b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.
- c. Select and use appropriate note-taking formats to collect and organize information.
- d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).
- e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g. safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).

### **Instructional Considerations**

- *Grammar*, or the rules by which sentences are constructed, is contrasted from *usage*, which is the way words and phrases are commonly used. All dialects of language are grammatical and follow rules; exceptions to the uses of language that do not conform to standard English should be given instructional consideration. *Mechanics* refers to the norms of written language only and includes spelling, punctuation, and capitalization. *Mechanics* may change according to time, place, and purpose.
- The standards contain four broad modes of writing—**Narrative**, **Opinion (K-5)**, **Informative/Explanatory**, and **Research**.
- *Narrative* forms include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.
- *Opinion*, or argumentative, forms include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- *Informative/explanatory* forms include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

## **■ SPEAKING AND LISTENING**

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

**LA.12.SL.1** Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

- a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.
- b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.
- c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.
- d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).
- e. Complete a task following complex, multi-step directions.

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

**LA.12.SL.2** Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.

- a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.
- b. Convey a perspective with clear reasoning and valid evidence.
- c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.
- d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).
- e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.

### **■ Instructional Considerations**

- Instruction of speaking and listening skills should be purposeful, directed, and specific as well as integrated throughout structured classroom activities and routines.
- Appropriate visual and/or digital tools include, but are not limited to: graphic images, drawings, artwork, photographs, audio and video pieces, charts, tables, sound effects, animation, and infographics.

# Grades K-12 Vertical Progressions

**K-5 Foundations of Reading**  
**Concepts of Print: Standard 1**

**Concepts of Print** | Demonstrate knowledge of the organization and basic concepts of print.

Grade	Indicator(s)
<b>5</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>4</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>3</b>	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
<b>2</b>	<b>LA.2.F.1</b> Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a paragraph including that multiple sentences may be used to form a paragraph and the author may indent or skip a line to signal a new paragraph.
<b>1</b>	<b>LA.1.F.1</b> Demonstrate knowledge of the organization and basic concepts of print. a. Recognize the distinguishing features of a sentence.
<b>K</b>	<b>LA.K.F.1</b> Demonstrate knowledge of the organization and basic concepts of print. a. Identify all upper and lowercase letters of the alphabet in isolation and in connected text. b. Recognize that spoken words are represented in written language by specific sequences of letters, and that print carries meaning. c. Demonstrate understanding that words are separated by spaces in print; demonstrate understanding of one-to-one correspondence between voice and print. d. Demonstrate knowledge that print reads from left to right, top to bottom, and page by page.

**K-5 Foundations of Reading  
Phonological Awareness: Standard 2**

**Phonological Awareness** | Demonstrate phonological awareness through oral activities.

Grade	Indicator(s)
5	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
4	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
3	<i>Mastered at Grade 2 and blended with other skills at this grade level.</i>
2	<p><b>LA.2.F.2</b> Demonstrate understanding of advanced phonemic awareness skills in spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Identify, segment, and blend phonemes in single-syllable, spoken five- and six-phoneme words including words with blends, digraphs, and trigraphs.</li> <li>b. Substitute sounds in words with five or more phonemes.</li> <li>c. Delete initial and final phonemes in words including words with blends.</li> </ul>
1	<p><b>LA.1.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Identify, segment and blend phonemes in single syllable spoken three- and four-phoneme words including words with blends.</li> <li>b. Delete initial and final phonemes in words.</li> <li>c. Substitute phonemes in spoken words to build new words in single-syllable words with no blends.</li> <li>d. Add or substitute individual sounds (phonemes in simple, one-syllable words to make new words (e.g., "Say 'map.' Say it again and instead of /p/ say /t/. What is the new word? 'Mat'").</li> </ul>
K	<p><b>LA.K.F.2</b> Understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Segment and count spoken sentences into words.</li> <li>b. Recognize and begin to produce oral rhymes.</li> <li>c. Count, produce, and segment spoken words into syllables and identify syllable parts.</li> <li>d. Blend onsets and rimes to form simple words (e.g., v-an, gr-ab).</li> <li>e. Delete part of a syllable within a spoken word including compound words (e.g., "Say 'parsnip.' Say it again but don't say 'par;'" e.g., "Say 'cowboy.' Say it again but don't say 'cow'").</li> <li>f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.</li> </ul>

**K-5 Foundations of Reading**  
**Phonics and Word Analysis: Standard 3**

**Phonics and Word Analysis** | Demonstrate phonetic and word analysis knowledge and apply decoding skills to isolated words and in connected text.

Grade	Indicators
<b>5</b>	<p><b>LA.5.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Greek derived words.</li> <li>b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode accurately unfamiliar multisyllabic words in and out of context.</li> </ul>
<b>4</b>	<p><b>LA.4.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Latin derived words including Latin plurals.</li> <li>b. Use combined knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in and out of context.</li> </ul>
<b>3</b>	<p><b>LA.3.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Latin suffixes.</li> <li>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech.</li> <li>c. Decode multisyllabic words.</li> </ul>
<b>2</b>	<p><b>LA.2.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode words with variable vowel teams and vowel diphthongs.</li> <li>b. Decode regularly spelled two-syllable words with long vowels.</li> <li>c. Decode words with open and closed syllables and consonant -le.</li> <li>d. Decode words with common Anglo roots and affixes.</li> <li>e. Decode words with silent letter combinations.</li> </ul>
<b>1</b>	<p><b>LA.1.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode and encode words using knowledge of sound-spelling correspondence for common consonant digraphs, tri-graphs, and blends.</li> <li>b. Decode and encode simple words with r-controlled vowels.</li> <li>c. Decode and encode regularly spelled one-syllable words.</li> <li>d. Decode and encode final -e and common vowel team conventions for representing long vowel sounds.</li> <li>e. Decode and encode two-syllable words with regular patterns by breaking the words into syllables.</li> <li>f. Decode and encode words with inflectional endings.</li> <li>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>h. Recognize and read grade-appropriate, irregularly spelled words.</li> </ul>
<b>K</b>	<p><b>LA.K.F.3</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one sound-to-letter correspondences by producing the primary or many of the most frequent sounds for each consonant.</li> <li>b. Demonstrate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> </ul>

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|  | <ul style="list-style-type: none"><li>c. Decode consonant-vowel-consonant (CVC) words.</li><li>d. Encode consonant-vowel-consonant (CVC) words.</li><li>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li></ul> |
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**K-5 Foundations of Reading**  
**Fluency: Standard 4**

**Fluency** | Read grade-level texts with sufficient accuracy and fluency to support comprehension.

Grade	Indicators
<b>5</b>	<p><b>LA.5.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of a text.</li> </ul>
<b>4</b>	<p><b>LA.4.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect meaning.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.</li> </ul>
<b>3</b>	<p><b>LA.3.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level texts to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression/prosody, and intonation to reflect the meaning of text.</li> <li>b. Adjust pace and prosody based on the purpose, complexity, form, and/or style of text.</li> <li>c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>2</b>	<p><b>LA.2.F.4</b> Develop accuracy, phrasing, and expression/prosody while reading a variety of grade-level text to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read a variety of texts accurately using appropriate rate, expression, and intonation to reflect meaning.</li> <li>b. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>1</b>	<p><b>LA.1.F.4</b> Know and apply phonics and word analysis skills in decoding and encoding (spelling) words.</p> <ul style="list-style-type: none"> <li>a. Decode and encode words with inflectional endings.</li> <li>b. Use appropriate rate, expression, and/or intonation to reflect meaning.</li> <li>c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>
<b>K</b>	<p><b>LA.K.F.4</b> Read grade-level texts with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Recognize upper and lowercase letters automatically and accurately.</li> <li>b. Read decodable consonant-vowel-consonant (CVC) words with automaticity and accuracy.</li> <li>c. Read grade level high-frequency words with automaticity and accuracy (e.g., Fry or Dolch words or those included in instructional materials).</li> </ul>

## K-12 Reading Comprehension Central Ideas and Details: Standard 1

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.1</b> Evaluate the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.12.RI.1</b> Evaluate the development of central ideas over the course of an informational text or texts.
<b>9-10</b>	<b>LA.10.RP.1</b> Analyze the development of two or more implied or explicit themes over the course of a literary text or texts.	<b>LA.10.RI.1</b> Analyze the development of two or more implied or explicit central ideas over the course of an informational text or texts.
<b>8</b>	<b>LA.8.RP.1</b> Determine two or more implied or explicit themes of a text and how they develop over the course of a literary text, including their relationship to supporting ideas.	<b>LA.8.RI.1</b> Determine two or more implied or explicit central ideas of a text and how they develop over the course of an informational text, including their relationship to supporting ideas.
<b>7</b>	<b>LA.7.RP.1</b> Determine two or more implied or explicit themes in a literary text and how they are supported with key details.	<b>LA.7.RI.1</b> Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.
<b>6</b>	<b>LA.6.RP.1</b> Determine the implied or explicit theme and how it develops over the course of a literary text.	<b>LA.6.RI.1</b> Determine the implied or explicit central idea and how it develops over the course of an informational text.
<b>5</b>	<b>LA.5.RP.1</b> Explain the theme in a literary text and how it is conveyed through key details.	<b>LA.5.RI.1</b> Explain the central idea in an informational text and how it is conveyed through key details.
<b>4</b>	<b>LA.4.RP.1</b> Determine a theme in a literary text and how it is conveyed through key details.	<b>LA.4.RI.1</b> Determine the central idea of an informational text and how it is conveyed through key details.
<b>3</b>	<b>LA.3.RP.1</b> Identify the central message or lesson in a literary text and explain how key details support that idea.	<b>LA.3.RI.3</b> Determine and explain the author's purpose in an informational text.
<b>2</b>	<b>LA.2.RP.1</b> Recount narratives and determine their central message, lesson, or moral.	<b>LA.2.RI.1</b> Identify the main topic and key details in a multi-paragraph text.
<b>1</b>	<b>LA.1.RP.1</b> Retell familiar stories, including key details, and demonstrate understanding of their central message or lesson from a literary text.	<b>LA.1.RI.1</b> Identify the main topic and key details in an informational text.
<b>K</b>	<b>LA.K.RP.1</b> With prompting and support, orally retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	<b>LA.K.RI.1</b> With prompting and support, identify the main topic and key details in an informational text.

## K-12 Reading Comprehension Central Ideas and Details: Standard 2

**Central Ideas and Details** | Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary and informational texts.

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.2</b> Analyze the development and interaction of literary elements such as characterization, setting, and plot, and how they contribute to the meaning of the work as a whole.	<b>LA.12.RI.2</b> Synthesize and evaluate how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
<b>9-10</b>	<b>LA.10.RP.2</b> Analyze how the development of characters, settings, and important events contribute to the meaning of the work as a whole.	<b>LA.10.RI.2</b> Analyze how the interaction of individuals, important events, and key ideas contribute to the meaning of the work as a whole.
<b>8</b>	<b>LA.8.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.8.RI.2</b> Analyze how particular events, interactions between individuals, or key facts and details contribute to meaning.
<b>7</b>	<b>LA.7.RP.2</b> Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.	<b>LA.7.RI.2</b> Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
<b>6</b>	<b>LA.6.RP.2</b> Explain how a plot unfolds in a literary text as well as how the characters respond to events or changes as the plot moves toward a resolution.	<b>LA.6.RI.2</b> Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.
<b>5</b>	<b>LA.5.RP.2</b> Compare and contrast two or more characters, settings, or events in a literary text or texts.	<b>LA.5.RI.2</b> Compare and contrast two or more individuals, events, scientific ideas or concepts, or steps in a process, drawing on supporting details from a text or texts.
<b>4</b>	<b>LA.4.RP.2</b> Analyze a character, setting, or event in a literary text, drawing on specific details such as a character's thoughts, words, or actions.	<b>LA.4.RI.2</b> Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>3</b>	<b>LA.4.RP.2</b> Analyze a character, setting, or event, drawing on specific details such as a character's thoughts, words, or actions.	<b>LA.4.RI.2</b> Analyze an individual, event, scientific idea or concept, or steps in a process.
<b>2</b>	<b>LA.2.RP.2</b> Describe characters and how they interact with one another.	<b>LA.2.RI.2</b> Describe the connections between individuals, historical events, scientific ideas, or steps in a process.
<b>1</b>	<b>LA.1.RP.2</b> Identify the main character(s), setting, and important events, drawing on key details in a literary text.	<b>LA.1.RI.2</b> Identify key individuals, events, or pieces of information in an informational text.
<b>K</b>	<b>LA.K.RP.2</b> With prompting and support, identify main character(s), setting, and important events in a literary text.	<b>LA.K.RI.1</b> With prompting and support, identify the main topic and key details in an informational text.

**K-12 Reading Comprehension  
Author's Craft: Standard 3**

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.3</b> Evaluate an author's use of point of view and how it contributes to the meaning, significance, or aesthetic of a literary text.	<b>LA.12.RI.3</b> Evaluate an author's perspective or purpose and how it contributes to the meaning, significance, or aesthetic of an informational text.
<b>9-10</b>	<b>LA.10.RP.3</b> Analyze how the author's choices related to perspective or point of view contribute to the meaning, significance, or aesthetic of a literary text.	<b>LA.10.RI.3</b> Analyze an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>8</b>	<b>LA.8.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of the audience and the characters to create effects such as suspense, humor, or dramatic irony in a literary text.	<b>LA.8.RI.3</b> Analyze how an author establishes, conveys, and contrasts perspective or purpose in a text and how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>7</b>	<b>LA.7.RP.3</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	<b>LA.7.RI.3</b> Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
<b>6</b>	<b>LA.6.RP.3</b> Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.	<b>LA.6.RI.3</b> Explain how an author establishes and conveys a perspective or purpose in an informational text.
<b>5</b>	<b>LA.5.RP.3</b> Describe how a narrator or speaker's point of view influences the meaning of a literary text.	<b>LA.5.RI.3</b> Determine the author's purpose(s) and describe how the author's perspective (e.g., beliefs, assumptions, biases) influences the meaning of an informational text.
<b>4</b>	<b>LA.4.RP.3</b> Distinguish reader perspective from the perspective and point of view of the narrator or the characters in a literary text.	<b>LA.4.RI.3</b> Compare and contrast authors' perspectives in multiple informational texts of the same topic.
<b>3</b>	<b>LA.3.RP.3</b> Determine and explain the point of view in a literary text.	<b>LA.3.RI.3</b> Determine and explain the author's purpose in an informational text.
<b>2</b>	<b>LA.2.RP.3</b> Determine and explain who is telling a story within and across literary texts.	<b>LA.2.RI.3</b> Determine and explain the author's purpose in an informational text, including what the author wants to answer, explain, or describe.
<b>1</b>	<b>LA.1.RP.3</b> Explain the difference between the roles of author and narrator or speaker in a literary text.	<b>LA.1.RI.3</b> Define the role of the author and illustrator in presenting the ideas or information in a text.
<b>K</b>	<b>LA.K.RP.3</b> With prompting and support, define the role of author and illustrator in a literary text.	<b>LA.K.RI.3</b> With prompting and support, define the role of author and illustrator in presenting the ideas or information in a text.

**K-12 Reading Comprehension  
Author's Craft: Standard 4**

**Author's Craft** | Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary and informational text.

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.4</b> Evaluate how an author develops structure in a literary text to contribute to its overall meaning and aesthetic impact.	<b>LA.12.RI.4</b> Evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes the points clear, convincing, and engaging.
<b>9-10</b>	<b>LA.10.RP.4</b> Analyze how an author uses text structure, including the manipulation of time (e.g., foreshadowing, flashbacks) to create literary effects such as mystery, tension, and suspense.	<b>LA.10.RI.4</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>8</b>	<b>LA.8.RP.4</b> Compare and contrast the structure of two or more literary texts and how their structures contribute to style and meaning.	<b>LA.8.RI.4</b> Compare and contrast the structure of a specific paragraph in an informational text, including the role of particular sentences in developing and refining a key concept.
<b>7</b>	<b>LA.7.RP.4</b> Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.	<b>LA.7.RI.4</b> Analyze how the major sections of text contribute to the development of ideas in an informational text.
<b>6</b>	<b>LA.6.RP.4</b> Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).	<b>LA.6.RI.4</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
<b>5</b>	<b>LA.5.RP.4</b> Explain how a sequence of chapters, scenes, or stanzas fit together to provide the overall structure of literary texts.	<b>LA.5.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>4</b>	<b>LA.4.RP.4</b> Compare and contrast the structural elements of literary texts (e.g., dramas, narratives, and poems).	<b>LA.4.RI.4</b> Describe the overall structure of an informational text and how it contributes to meaning.
<b>3</b>	<b>LA.3.RP.4</b> Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.	<b>LA.3.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
<b>2</b>	<b>LA.2.RP.4</b> Describe the basic structure of a literary text, including how literary elements are introduced and developed and conflicts are resolved.	<b>LA.2.RI.4</b> Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to the meaning of texts.
<b>1</b>	<b>LA.1.RP.4</b> Identify the basic characteristics of literary text, drawing on a wide range of text types.	<b>LA.1.RI.4</b> Use text features (titles, headings, visuals) to predict or confirm the topic of a text.
<b>K</b>	<b>LA.K.RP.4</b> With prompting and support, identify the basic characteristics of literary and informational text.	<b>LA.K.RI.4</b> With prompting and support, use text features (titles, headings, visuals) to predict or confirm the topic of a text.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 5**

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.5</b> Apply knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.	<b>LA.12.RI.5</b> Analyze seventeenth-, eighteenth-, and nineteenth-century works of historical and literary significance for their central ideas, purposes, and rhetorical style.
<b>9-10</b>	<b>LA.10.RP.5</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from the Bible).	<b>LA.10.RI.5</b> Analyze informational texts of historical and/or cultural significance, including their treatment of related topics and concepts.
<b>8</b>	<b>LA.8.RP.5</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works.	<b>LA.8.RI.5</b> Analyze how two or more texts provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
<b>7</b>	<b>LA.7.RP.5</b> Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.	<b>LA.7.RI.5</b> Analyze how the major sections of text contribute to the development of ideas in an informational text.
<b>6</b>	<b>LA.6.RP.5</b> Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.	<b>LA.6.RI.5</b> Compare and contrast one author's presentation of information with that of another.
<b>5</b>	<b>LA.5.RP.5</b> Compare and contrast the treatment of themes and topics in literary texts of the same genre.	<b>LA.5.RI.5</b> Integrate information from multiple texts on the same topic in order to demonstrate knowledge of the topic.
<b>4</b>	<b>LA.4.RP.5</b> Compare and contrast the treatment of similar themes and topics and patterns of events in literary texts by different authors or from different cultures.	<b>LA.4.RI.5</b> Integrate information from multiple informational texts on the same topic in order to demonstrate knowledge of the topic.
<b>3</b>	<b>LA.3.RP.5</b> Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g. books from a series).	<b>LA.3.RI.5</b> Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
<b>2</b>	<b>LA.2.RP.</b> Compare and contrast two or more versions of the same literary text by different authors or from different cultures.	<b>LA.2.RI.5</b> Compare and contrast the two most important ideas presented by two informational texts on the same topic.
<b>1</b>	<b>LA.1.RP.5</b> Compare and contrast the experiences of characters in familiar stories.	<b>LA.1.RI.5</b> Identify basic similarities and differences between two informational texts on the same topic.
<b>K</b>	<b>LA.K.RP.5</b> With prompting and support, compare and contrast the experiences of characters in familiar stories.	<b>LA.K.RI.5</b> With prompting and support, identify basic similarities and differences between two informational texts on the same topic.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 6**

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

Grade	Prose and Poetry	Informational Text
<b>11-12</b>	<b>LA.12.RP.6</b> Evaluate themes within and across literary texts to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	<b>LA.12.RI.6</b> Compare and contrast the development of multiple arguments in texts of related topics, evaluating the effectiveness and validity of the claims.
<b>9-10</b>	<b>LA.10.RP.6</b> Analyze the implied or stated theme(s) in a literary text to draw conclusions, deepen understanding of self and others, and generate questions for further inquiry.	<b>LA.10.RI.6</b> Compare and contrast the development of different arguments on the same topic, evaluating the effectiveness and validity of the claims.
<b>8</b>	<b>LA.8.RP.6</b> Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	<b>LA.8.RI.6</b> Analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument.
<b>7</b>	<b>LA.7.RP.6</b> Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.	<b>LA.7.RI.6</b> Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>6</b>	<b>LA.6.RP.6</b> Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	<b>LA.6.RI.6</b> Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.
<b>5</b>	<b>LA.5.RP.6</b> Analyze a literary text to answer and develop inferential questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.	<b>LA.5.RI.6</b> Analyze the development of an author's claim(s) and how supporting evidence is used to support the claim(s).
<b>4</b>	<b>LA.4.RP.6</b> Explain what the text says explicitly and draw inferences when asking or answering questions, quoting or paraphrasing specific evidence from the text as appropriate.	<b>LA.4.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim in the text.
<b>3</b>	<b>LA.3.RP.6</b> Explain what the text says explicitly and draw inferences when asking and answering questions.	<b>LA.3.RI.6</b> Identify an author's claim(s) and explain how the author supports the claim in the text.
<b>2</b>	<b>LA.2.RP.6</b> Ask and answer literal (e.g., recall/details) and simple inferential (e.g., why or how) questions about key details in a literary text.	<b>LA.2.RI.6</b> Explain an author's opinion(s) and supporting evidence from the text.
<b>1</b>	<b>LA.1.RP.6</b> Ask and answer questions about key details in a literary text.	<b>LA.1.RI.6</b> Identify an author's opinion(s) about a text.
<b>K</b>	<b>LA.K.RP.6</b> With prompting and support, ask and answer questions about key details in a literary text.	<b>LA.K.RI.6</b> With prompting and support, explain the difference between facts and opinions about a topic.

**K-12 Reading Comprehension  
Knowledge and Ideas: Standard 7**

**Knowledge and Ideas** | Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary and informational text.

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.7</b> Analyze and evaluate multiple perspectives within and across a wide range of literary texts.	<b>LA.12.RI.7</b> Analyze and evaluate multiple perspectives within and across a wide range of informational texts.
<b>9-10</b>	<b>LA.10.RP.7</b> Analyze multiple perspectives within and across a wide range of literary texts.	<b>LA.10.RI.7</b> Analyze how an author or speaker unfolds a series of events, ideas, or perspectives within and across a wide range of informational texts.
<b>8</b>	<b>LA.8.RP.7</b> Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between characters or ideas within and across a range of literary texts.	<b>LA.8.RI.7</b> Analyze regional, national, international, and/or multicultural perspectives to make connections among and distinctions between individuals or ideas within and across a range of informational texts.
<b>7</b>	<b>LA.7.RP.7</b> Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across literary texts.	<b>LA.7.RI.7</b> Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.
<b>6</b>	<b>LA.6.RP.7</b> Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.	<b>LA.6.RI.7</b> Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.
<b>5</b>	<b>LA.5.RP.7</b> Explain the relationships between two or more characters, events, or ideas in a range of literary texts.	<b>LA.5.RI.7</b> Explain the relationships between two or more individuals, events, ideas, or concepts in a range of informational texts.
<b>4</b>	<b>LA.4.RP.7</b> Explain an author or narrator/speaker's treatment of similar themes and/or patterns of events in a wide range of literary texts.	<b>LA.4.RI.7</b> Explain an author or speaker's treatment of similar topics, and/or patterns of events in a wide range of informational texts.
<b>3</b>	<b>LA.3.RP.7</b> Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.	<b>LA.3.RI.7</b> Compare and contrast topics and/or patterns of events in a range of informational texts.
<b>2</b>	<b>LA.2.RP.7</b> Compare and contrast topics in a variety of literary texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).	<b>LA.2.RI.7</b> Compare and contrast topics in a variety of informational texts to build knowledge of cultures (e.g., history, values, beliefs, and behaviors).
<b>1</b>	<b>LA.1.RP.7</b> With prompting and support, make connections between own experiences and other cultures in literary texts.	<b>LA.1.RI.7</b> With prompting and support, make connections between own experiences and other cultures in informational texts.
<b>K</b>	<b>LA.K.RP.7</b> With prompting and support, make connections between own experiences and other cultures in literary texts.	<b>LA.K.RI.7</b> With prompting and support, make connections between own experiences and other cultures in informational texts.

**K-12 Reading Comprehension  
Range of Reading and Level of Text Complexity**

**Range of Reading and Level of Text Complexity** | Read and comprehend complex, grade-level literary and informational texts independently and proficiently.

<b>Grade</b>	<b>Prose and Poetry</b>	<b>Informational Text</b>
<b>11-12</b>	<b>LA.12.RP.8</b> Read and comprehend a wide range of literary texts in the 12-CCR grade band independently and proficiently.	<b>LA.12.RP.8</b> Read and comprehend a wide range of informational texts in the 12-CCR grade band independently and proficiently.
<b>9-10</b>	<b>LA.10.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.10.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity at the high end of the 9-10 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>8</b>	<b>LA.7.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.7.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>7</b>	<b>LA.7.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.7.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>6</b>	<b>LA.6.RP.8</b> Read and comprehend a wide range of literary and informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.	<b>LA.6.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for the 6-8 grade band proficiently, with scaffolding as needed at the high end of the range.
<b>5</b>	<b>LA.5.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 5 independently and proficiently.	<b>LA.5.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 5 independently and proficiently.
<b>4</b>	<b>LA.4.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 4 independently and proficiently.	<b>LA.4.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 4 independently and proficiently.
<b>3</b>	<b>LA.3.RP.8</b> Read and comprehend a wide range of literary texts of appropriate complexity for Grade 3 independently and proficiently.	<b>LA.3.RP.8</b> Read and comprehend a wide range of informational texts of appropriate complexity for Grade 3 independently and proficiently.
<b>2</b>	<b>LA.2.RP.8</b> With scaffolding as needed, read and comprehend a wide range of literary texts of appropriate complexity for Grade 2.	<b>LA.2.RP.8</b> With scaffolding as needed, read and comprehend a wide range of informational texts of appropriate complexity for Grade 2.
<b>1</b>	<b>LA.1.RP.8</b> With prompting and support, read and comprehend a wide range of literary texts of appropriate complexity for Grade 1.	<b>LA.1.RP.8</b> With prompting and support, read and comprehend a wide range of informational texts of appropriate complexity for Grade 1.
<b>K</b>	<b>LA.K.RP.8</b> Actively engage in group reading activities with purpose and understanding.	<b>LA.K.RP.8</b> Actively engage in group reading activities with purpose and understanding.

**K-12 Vocabulary  
Acquisition and Use: Standard 1**

**Acquisition and Use** | Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, etymology, or standard usage of words.</li> </ul>
<b>9-10</b>	<p><b>LA.10.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, parts of speech, or etymology of words.</li> </ul>
<b>8</b>	<p><b>LA.8.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., recede, precede).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>
<b>7</b>	<p><b>LA.7.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</li> <li>c. Consult general and specialized reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>
<b>6</b>	<p><b>LA.6.V.1</b> Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).</li> <li>c. Consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words.</li> </ul>

<b>5</b>	<p><b>LA.5.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words.</li> <li>c. Determine or clarify the precise meanings or pronunciations of words and phrases using reference materials and classroom resources.</li> </ul>
<b>4</b>	<p><b>LA.4.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use context clues (e.g., definitions, examples, or restatements) in text to determine the meanings of words and phrases.</li> <li>b. Use commonly occurring Latin affixes and roots to determine the meanings of words and phrases (e.g., photograph, autograph).</li> <li>c. Determine or clarify the meanings or pronunciations of words using reference materials and classroom resources.</li> </ul>
<b>3</b>	<p><b>LA.3.V.1</b> Acquire and use grade-level academic vocabulary appropriately.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g., company, companion).</li> <li>d. Determine the meanings of key words and phrases using reference materials and classroom resources.</li> </ul>
<b>2</b>	<p><b>LA.2.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy).</li> <li>c. Use known root words to determine the meaning of unknown words (e.g., addition, additional).</li> <li>d. Determine the meaning of compound words by using knowledge of individual words (e.g., birdhouse).</li> <li>e. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
<b>1</b>	<p><b>LA.1.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. Use sentence-level context clues to determine the meaning of a word or phrase.</li> <li>b. Use commonly occurring affixes to determine the meaning of unknown words.</li> <li>c. Identify commonly occurring root words and their inflectional forms.</li> <li>d. Determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>
<b>K</b>	<p><b>LA.K.V.1</b> Recognize and use conversational and grade-level academic vocabulary.</p> <ul style="list-style-type: none"> <li>a. With prompting and support, identify new meanings of familiar words (e.g., park, ring, fly).</li> <li>b. With prompting and support, use commonly occurring inflections and affixes to determine the meaning of unknown words.</li> <li>c. With prompting and support, determine the meanings of key words and phrases using provided reference materials and classroom resources.</li> </ul>

**K-12 Vocabulary**  
**Connotation and Context: Standard 2**

**Context and Connotation** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases, closing flexibly from a range of strategies.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in text.</li> <li>b. Analyze nuances in the meanings of words with similar denotations.</li> </ul>
<b>9-10</b>	<p><b>LA.10.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in text.</li> <li>b. Analyze nuances in the meanings of words with similar denotations.</li> </ul>
<b>8</b>	<p><b>LA.8.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. Determine the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., willful, resolute).</li> </ul>
<b>7</b>	<p><b>LA.7.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.</li> <li>b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</li> </ul>
<b>6</b>	<p><b>LA.6.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.</li> <li>b. Determine the relationship between words (e.g., cause/effect, part/whole, item/category).</li> <li>c. Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).</li> </ul>

5	<p><b>LA.5.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of commonly occurring idioms, adages, and proverbs.</li> <li>Demonstrate knowledge of relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>
4	<p><b>LA.4.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Explain the meaning of commonly occurring similes and metaphors (e.g., light as a feather) in grade-level text.</li> <li>Recognize and explain the meaning of commonly occurring idioms and adages.</li> <li>Use knowledge of words by relating them to their antonyms and synonyms.</li> </ol>
3	<p><b>LA.3.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</li> <li>Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).</li> </ol>
2	<p><b>LA.2.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Ask and answer questions about key words and phrases to determine their meaning.</li> <li>Distinguish nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender).</li> </ol>
1	<p><b>LA.1.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>Sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>Define words by their category and simple attributes (i.e., a duck is a bird that swims).</li> <li>Ask and answer questions about key words and phrases to determine their meaning.</li> <li>Distinguish nuances of meaning between common verbs (e.g., glance, stare) and adjectives differing in intensity (e.g., large, gigantic).</li> </ol>
K	<p><b>LA.K.V.2</b> Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.</p> <ol style="list-style-type: none"> <li>With prompting and support, sort common words and phrases into conceptual categories to develop an understanding of word relationships.</li> <li>With prompting and support, deepen understanding of words by identifying and relating them to their opposites.</li> <li>With prompting and support, ask and answer questions about key words and phrases to determine their meaning.</li> <li>With prompting and support, identify and explain descriptive words and phrases that suggest feelings or appeal to the senses.</li> </ol>

**K-12 Writing**  
**Production of Writing: Standard 1**

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.1</b> Compose grammatically correct multi-paragraph compositions to convey meaning and to add variety, interest, and fluency to written and spoken language.</p> <ul style="list-style-type: none"> <li>a. Demonstrate understanding that usage is a matter of convention, can evolve, and is sometimes contested.</li> <li>b. Apply knowledge of function and usage to revise personal and peer writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li> </ul>
<b>9-10</b>	<p><b>LA.10.W.1</b> Compose grammatically correct multi-paragraph compositions to convey meaning and add variety, interest, and fluency to written and spoken language.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb.</li> <li>c. Apply knowledge of function and usage to revise personal writing while resolving issues of complex or contested usage, consulting appropriate and reliable reference materials.</li> <li>d. Select and use verbs with appropriate voice and mood.</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, mood, and parallel structure.</li> </ul>
<b>8</b>	<p><b>LA.8.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use punctuation (comma, ellipsis, dashes) to indicate a pause or break and an ellipsis to indicate an omission.</li> <li>c. Explain the function of and use different types of verbals in sentences (e.g., gerunds, participles, infinitives).</li> <li>d. Distinguish between and use active and passive voice, formal and informal tone, and types of grammatical mood (e.g., indicative, subjunctive, conditional, imperative).</li> <li>e. Use appropriate parallel structure in words, phrases, and clauses.</li> <li>f. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tense, number, voice, and mood.</li> </ul>
<b>7</b>	<p><b>LA.7.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> <li>b. Use a comma to separate coordinate adjectives.</li> <li>c. Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).</li> <li>d. Use a variety of prepositional and appositive phrases in sentences and paragraphs.</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>6</b>	<p><b>LA.6.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization.</li> </ul>

	<ul style="list-style-type: none"> <li>b. Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.</li> <li>c. Use a colon to introduce items in a series; use a semicolon to combine independent clauses.</li> <li>d. Explain the function of articles (e.g., definite and indefinite) and apply knowledge to writing.</li> <li>e. Identify and use verb tenses (e.g., progressive).</li> <li>f. Distinguish between and use different types of phrases (e.g., prepositional and appositive).</li> <li>g. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>5</b>	<p><b>LA.5.W.1</b> Create grammatically correct multi-paragraph compositions with varied sentence structures.</p> <ul style="list-style-type: none"> <li>a. Apply knowledge of rules for capitalization; use underlining, quotation marks, or italics to indicate titles of works.</li> <li>b. Use a comma to separate an introductory element from the rest of a sentence, to separate clauses, to set off a question tag, and to indicate direct address.</li> <li>c. Explain the function of and use frequently occurring interjections, verb tenses (e.g., perfect), and correlative conjunctions.</li> <li>d. Distinguish between and use types of adjectives (e.g., comparative, superlative).</li> <li>e. Identify and revise fragment and run-on sentences and inappropriate shifts in verb tenses.</li> </ul>
<b>4</b>	<p><b>LA.4.W.1</b> Create grammatically correct sentences and paragraphs using a variety of sentence types and phrasing.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., organizations, geographic regions, monuments and landmarks).</li> <li>b. Use commas and quotation marks to indicate direct speech and quotations from a text; use a comma before a coordinating conjunction in a compound sentence and with dependent clauses.</li> <li>c. Identify and use simple appositive phrases.</li> <li>d. Identify and use frequently occurring pronouns (e.g., subject, object), adverbs (e.g., relative), and verbs (e.g., helping and linking).</li> <li>e. Distinguish between frequently confused words (e.g., to, too, two; there, their, they're).</li> <li>f. Identify and revise fragment and run-on sentences in speaking and writing.</li> </ul>
<b>3</b>	<p><b>LA.3.W.1</b> Write paragraphs using a variety of sentence types.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.</li> <li>b. Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.</li> <li>c. Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.</li> <li>d. Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.</li> <li>e. Explain the function of adjectives and adverbs in simple, compound, and complex sentences.</li> <li>f. Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.</li> <li>g. Use frequently occurring prepositions and prepositional phrases.</li> </ul>
<b>2</b>	<p><b>LA.2.W.1</b> Write and expand grammatically correct sentences (e.g. declarative, imperative, interrogative, exclamatory).</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., holidays, countries, product names).</li> </ul>

	<ul style="list-style-type: none"> <li>b. Use commas in greetings and closings of letters; use apostrophes to form contractions and frequently occurring possessives.</li> <li>c. Identify and explain the use of nouns (e.g., collective and irregular plural), pronouns (e.g., demonstrative), verbs (e.g., past tense irregular), simple prepositions, and frequently occurring conjunctions.</li> <li>d. Maintain consistent verb tense across sentences or paragraphs.</li> </ul>
<b>1</b>	<p><b>LA.1.W.1</b> Write and expand grammatically correct simple sentences and paragraphs.</p> <ul style="list-style-type: none"> <li>a. Capitalize proper nouns (e.g., days of the week, names of people).</li> <li>b. Use end punctuation, commas in dates, and commas to separate single words in a series.</li> <li>c. Identify and use nouns (e.g., common, proper), pronouns (e.g., personal and possessive), verbs (e.g., past, present), and descriptive adjectives.</li> <li>d. Form and use regular and frequently occurring irregular plural nouns.</li> <li>e. Use subject-verb agreement in simple and compound sentences.</li> </ul>
<b>K</b>	<p><b>LA.K.W.1</b> With prompting and support, form and use complete simple sentences in shared language activities.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Identify nouns (e.g., singular and plural) and simple verbs (e.g., action).</li> <li>d. Form regular plural nouns by adding /s/ or /es/.</li> <li>e. Use interrogatives to ask questions.</li> <li>f. Use subject-verb agreement in simple sentences.</li> </ul>

**K-12 Writing**  
**Production of Writing: Standard 2**

**Production of Writing** | Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</li> <li>d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>9-10</b>	<p><b>LA.10.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify writing by revising, considering feedback from adults and peers to address the needs of a particular audience and enhance the purpose and structure.</li> <li>d. Improve and clarify writing by editing and proofreading to enhance style appropriate to audience, purpose, and task.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>8</b>	<p><b>LA.8.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Identify and use resources and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</li> </ul>
<b>7</b>	<p><b>LA.7.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> </ul>

	<p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>6</b>	<p><b>LA.6.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and inquiry tools to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>5</b>	<p><b>LA.5.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</p>
<b>4</b>	<p><b>LA.4.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p> <p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>
<b>3</b>	<p><b>LA.3.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <p>a. Use prewriting activities and resources to plan, organize, and draft writing.</p> <p>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</p> <p>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</p> <p>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</p> <p>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, cursive, font, graphics, symbols).</p>

	<p>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers. Modes of Writing   Write in a variety of modes for a variety of purposes and audiences across disciplines.</p>
<b>2</b>	<p><b>LA.2.W.2</b> Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to plan, organize, and draft writing.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Improve and clarify the content, structure, and organization of writing by revising, considering feedback from adults and peers.</li> <li>d. Improve and clarify writing by editing and proofreading, considering feedback from adults and peers.</li> <li>e. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>f. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>1</b>	<p><b>LA.1.W.2</b> Develop, strengthen, and produce writing appropriate to the audience, purpose, and discipline.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to generate and organize ideas.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Use feedback from others to improve writing and/or add details.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>e. Use appropriate print and digital/multimedia tools to produce, enhance, and/or publish writing individually or in collaboration with peers.</li> </ul>
<b>K</b>	<p><b>LA.K.W.2</b> With prompting and support, use a recursive writing process to develop, strengthen, and produce writing appropriate to the discipline, audience, and/or context.</p> <ul style="list-style-type: none"> <li>a. Use prewriting activities and resources to generate ideas.</li> <li>b. Adapt writing processes to sustain engagement in short and long-term writing tasks of increasing length and complexity.</li> <li>c. Use feedback from others to improve writing and/or add details.</li> <li>d. Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).</li> <li>e. Use appropriate digital/multimedia tools to produce, enhance, and/or publish writing individually or with peers.</li> </ul>

**K-12 Writing**  
**Modes of Writing: Standard 3**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and discipline.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to set mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events, themes, and perspectives in which the development, structure, and style are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use literary techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, settings, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters and to establish mood and tone.</li> <li>e. Provide a conclusion that follows from and reflects upon what is experienced, observed, resolved or left unresolved, and what new implications or questions are raised over the course of the piece.</li> </ol>
<b>8</b>	<p><b>LA.8.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a conflict, situation, or observation, introducing a narrator and/or character(s), and establishing and maintaining point(s) of view; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use literary techniques (e.g., dialogue, pacing, description, multiple plot lines) to develop experiences, events, characters, and settings).</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, descriptive/sensory details, and figurative language to establish mood and tone and convey a vivid picture.</li> </ol>

	<p>e. Provide a conclusion that is clearly related to and reflects upon what is experienced, observed, or left unresolved over the course of the piece.</p>
<b>7</b>	<p><b>LA.7.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>6</b>	<p><b>LA.6.W.3</b> Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or character(s) and point of view; organize an event sequence that unfolds naturally and logically.</li> <li>Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.</li> <li>Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.</li> <li>Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.</li> <li>Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</li> </ol>
<b>5</b>	<p><b>LA.5.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or characters.</li> <li>Use precise words and phrases, descriptive/sensory details, dialogue, and sensory language to convey thoughts, feelings, experiences, and events.</li> <li>Use a variety of transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>4</b>	<p><b>LA.4.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Establish a situation and introduce a narrator and/or character(s).</li> <li>Use precise words and phrases, descriptive/sensory details, and dialogue to develop characters, events, and settings.</li> <li>Use transitional words and phrases to organize a sequence of events that unfolds naturally.</li> <li>Provide a conclusion related to the creative or expressive event or experience.</li> </ol>
<b>3</b>	<p><b>LA.3.W.3</b> Write creative and/or expressive pieces that describe a well-developed event or experience.</p> <ol style="list-style-type: none"> <li>Engage and orient the ready by establishing a situation and introducing a narrator and/or character(s).</li> <li>Include descriptive details about characters, events, or settings.</li> <li>Use words and phrases to signal sequence of events.</li> </ol>

	d. Provide a closure related to the creative or expressive event or experience.
<b>2</b>	<b>LA.2.W.3</b> Write personal or fictional narratives that retell two or more appropriately sequenced events. a. Include relevant details about characters and settings. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>1</b>	<b>LA.1.W.3</b> With prompting and support, write personal or fictional creative and/or expressive pieces that retell two or more appropriately sequenced events. a. Include some relevant details. b. Use time order words to signal sequence of events. c. Provide a sense of closure.
<b>K</b>	<b>LA.K.W.3</b> With prompting and support, narrate personal or fictional events in a sequential order using a combination of drawing, dictating, and/or writing.

**K-12 Writing**  
**Modes of Writing: Standard 4**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ul>
<b>9-10</b>	<p><b>LA.10.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas logically; introduce a clear claim where appropriate, and/or distinguish the claim(s) from alternate or supporting claims.</li> <li>b. Demonstrate understanding and engagement with multiple viewpoints and sources to create and support nuanced claims as a recursive process of inquiry and exploration.</li> <li>c. Use words, phrases, key vocabulary, and varied syntax to clarify relationships between claim(s), counterclaim(s), and supporting evidence.</li> <li>d. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>e. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ul>
<b>8</b>	<p><b>LA.8.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Introduce claim(s), acknowledge, and distinguish the claim(s) from alternate or supporting claims, and develop a structure in which ideas are grouped logically.</li> <li>c. Explain and cite relevant evidence from multiple credible sources.</li> <li>d. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between the claim(s) and supporting evidence.</li> <li>e. Adapt style and tone appropriate to the norms and conventions of the task and discipline.</li> <li>f. Provide a conclusion that follows from and supports the argument(s) presented.</li> </ul>
<b>7</b>	<p><b>LA.7.W.4</b> Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>a. Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.</li> <li>b. Explain and cite relevant evidence from multiple credible sources.</li> <li>c. Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.</li> <li>d. Provide a concluding statement or section that follows from and supports the argument(s) presented.</li> </ul>

6	<p><b>LA.6.W.4</b> Write arguments that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>Introduce a claim clearly and develop a structure in which the ideas are grouped logically.</li> <li>Use relevant evidence from two or more credible sources.</li> <li>Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol>
5	<p><b>LA.5.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion or perspective, and develop a structure in which ideas are grouped logically.</li> <li>Use facts and details to support reasons and/or evidence.</li> <li>Use words, phrases, and key vocabulary to connect ideas.</li> <li>Provide a concluding statement or section related to the perspective.</li> </ol>
4	<p><b>LA.4.W.4</b> Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>Use facts and details to support reasons and/or evidence.</li> <li>Use linking words and phrases to connect ideas.</li> <li>Provide a concluding statement or section related to the opinion.</li> </ol>
3	<p><b>LA.3.W.4</b> Write opinion pieces with supporting reasons and/or evidence.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.</li> <li>Use linking words and phrases to connect opinions and reasons.</li> <li>Provide a concluding statement or section related to the opinion.</li> </ol>
2	<p><b>LA.2.W.4</b> Express an opinion and provide supporting reasons.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide reasons to support the opinion.</li> <li>Provide a concluding statement or section.</li> </ol>
1	<p><b>LA.1.W.4</b> With prompting and support, express an opinion about a topic or text and provide a supporting reason.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text.</li> <li>State an opinion and provide a reason to support the opinion.</li> <li>Provide a sense of closure.</li> </ol>
K	<p><b>LA.K.W.4</b> With prompting and support, express an opinion about a topic or text with one supporting reason using a combination of drawing, dictating, and/or writing.</p>

**K-12 Writing**  
**Modes of Writing: Standard 5**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicators
<b>11-12</b>	<p><b>LA.12.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic thoroughly with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.5</b> Write informative/explanatory pieces to clearly convey ideas, information, and concepts in which the development and structure are appropriate to the task, discipline, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize complex ideas, concepts, and information to make clear connections and distinctions including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant, sufficient facts, extended definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate and varied transitions, domain-specific vocabulary, and varied syntax to manage the complexity of the topic.</li> <li>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline.</li> <li>e. Provide a conclusion that follows from and supports the information or explanations and articulates the implications and/or significance of the topic.</li> </ol>
<b>8</b>	<p><b>LA.8.W.5</b> Write informative/explanatory pieces to clearly convey ideas and information in which the development and structure are appropriate to the task, purpose, and audience.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus; organize ideas, concepts, and information into broader categories or sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.</li> <li>c. Use appropriate transitions and domain-specific vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ol>
<b>7</b>	<p><b>LA.7.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> </ol>

	<ul style="list-style-type: none"> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>6</b>	<p><b>LA.6.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.</li> <li>c. Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.</li> <li>d. Provide a concluding statement or section that follows from the information or explanation(s).</li> </ul>
<b>5</b>	<p><b>LA.5.W.5</b> Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and provide a general focus, grouping information logically and including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>4</b>	<p><b>LA.4.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details, quotations) related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the information or explanation(s).</li> </ul>
<b>3</b>	<p><b>LA.3.W.5</b> Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together, including illustrations when useful to provide clarity.</li> <li>b. Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.</li> <li>c. Use linking words and phrases and key vocabulary to connect ideas and categories of information.</li> <li>d. Provide a concluding statement or section related to the topic.</li> </ul>
<b>2</b>	<p><b>LA.2.W.5</b> Write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text.</li> <li>b. Develop a topic with facts, details, and definitions.</li> <li>c. Use words and phrases related to the topic.</li> <li>d. Provide a concluding statement or section.</li> </ul>

<b>1</b>	<p><b>LA.1.W.5</b> With prompting and support, write informative/explanatory pieces about a topic or text with supporting facts and details.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic.</li> <li>b. Develop a topic using supporting facts and details.</li> <li>c. Use words and phrases related to the topic.</li> <li>d. Provide a sense of closure.</li> </ul>
<b>K</b>	<p><b>LA.K.W.5</b> With prompting and support, write informative/explanatory pieces about a topic or text with one supporting fact using a combination of drawing, dictating, and/or writing.</p>

**K-12 Writing**  
**Modes of Writing: Standard 6**

**Modes of Writing** | Write in a variety of modes for a variety of purposes and audiences across disciplines.

Grade	Indicator
<b>11-12</b>	<p><b>LA.12.W.6</b> Gather and use credible evidence from multiple authoritative sources, evaluate the strengths and limitations of sources in terms of the task, purpose, and audience, and assess their relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>9-10</b>	<p><b>LA.10.W.6</b> Gather and use credible evidence from multiple authoritative sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate information and evidence into writing selectively, accurately quoting or paraphrasing data and conclusions to maintain the flow of ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception, and social, political, and/or historical perspectives) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source; cite sources using a variety of in-text citations to enhance fluency; develop a list of sources that conforms to a style guide appropriate to the discipline (e.g., MLA, APA, Chicago).</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
<b>8</b>	<p><b>LA.8.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question(s).</p> <ol style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., the expertise or motivation of the creator of an information product, potential bias and/or deception) from print and digital sources to generate and answer questions and create new understandings.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>7</b>	<p><b>LA.7.W.6</b> Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.</p> <ul style="list-style-type: none"> <li>a. Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.</li> <li>b. Locate and evaluate the credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and citing sources within text (e.g., parenthetical and numerical); provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>6</b>	<p><b>LA.6.W.6</b> Gather and use credible evidence from trustworthy sources and assess its relevance in answering a research question.</p> <ul style="list-style-type: none"> <li>a. Paraphrase and quote evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Select and use appropriate note-taking formats to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>
<b>5</b>	<p><b>LA.5.W.6</b> Locate and summarize relevant information and evidence from literary and informational text sources to answer questions about a topic.</p> <ul style="list-style-type: none"> <li>a. Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>b. Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.</li> <li>c. Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>d. Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources using a standard format.</li> <li>e. Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ul>

4	<p><b>LA.4.W.6</b> Locate and summarize relevant evidence from literary and/or informational text sources to answer question(s) about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information and evidence to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and evidence.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
3	<p><b>LA.3.W.6</b> Locate evidence from literary and/or informational text sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Paraphrase information from sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence into categories using an appropriate note-taking format to collect and organize information.</li> <li>Demonstrate academic integrity by avoiding overreliance on any one source and referencing sources in writing and speaking; provide a list of sources.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
2	<p><b>LA.2.W.6</b> Locate information from provided sources to answer questions about a topic.</p> <ol style="list-style-type: none"> <li>Retell information from provided sources to support ideas while avoiding plagiarism.</li> <li>Identify print and digital tools to gather information and ideas and answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Demonstrate academic integrity by referencing sources in writing and speaking.</li> <li>Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials, appropriate language use, respect diverse perspectives).</li> </ol>
1	<p><b>LA.1.W.6</b> With prompting and support, identify information from provided sources to answer a question.</p> <ol style="list-style-type: none"> <li>Retell or recall information from provided sources.</li> <li>Use provided print and/or digital tools to gather information and ideas to answer questions.</li> <li>Sort evidence and information into categories.</li> <li>Use provided print and/or digital tools to gather information and ideas and to answer questions.</li> <li>Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).</li> </ol>
K	<p><b>LA.K.W.6</b> With prompting and support, identify information from provided sources to answer a question using a combination of drawing, dictating, and/or writing.</p>

**K-12 Speaking and Listening  
Comprehension and Collaboration: Standard 1**

**Comprehension and Collaboration** | Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.

<b>11-12</b>	<p><b>LA.12.SL.1</b> Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.1</b> Initiate and participate in structured discussions and collaborations about grade-level topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.1</b> Initiate and participate in structured discussions and collaborations about 8th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following complex, multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.1</b> Prepare for and participate in structured discussions and collaborations about 7th grade topics and texts.</p> <ol style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ol>
<b>6</b>	<p><b>LA.6.SL.1</b> Prepare for and participate in structured discussions and collaborations about 6th grade topics and texts.</p>

	<ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.1</b> Prepare for and participate in structured discussions and collaborations about 5th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas, clarify own ideas, or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.1</b> Prepare for and participate in structured discussions and collaborations about 4th grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas or acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.1</b> Prepare for and participate in structured discussions and collaborations about 3rd grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask relevant questions to build on ideas and acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a discussion or collaboration.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning).</li> <li>e. Complete a task following multi-step directions.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.1</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following multi-step directions. Presentation of Knowledge and Ideas   Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context.</li> </ul>

<p><b>1</b></p>	<p><b>LA.1.SL.1</b> Participate with peers and adults in structured discussions and routines about 1st grade topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>
<p><b>K</b></p>	<p><b>LA.K.SL.1</b> With prompting and support, participate with peers and adults in structured discussions and routines about Kindergarten topics and texts.</p> <ul style="list-style-type: none"> <li>a. Ask pertinent questions to acquire or confirm information.</li> <li>b. Demonstrate interpretation of verbal and non-verbal messages in a conversation.</li> <li>c. Converse with peers and adults in an all-inclusive manner to foster positive relationships while respecting diverse perspectives.</li> <li>d. Develop attentive listening skills (e.g., eye contact, nonverbal cues, recalling).</li> <li>e. Complete a task following one/two-step directions.</li> </ul>

**K-12 Speaking and Listening**  
**Presentation of Knowledge and Ideas: Standard 2**

**Presentation of Knowledge and Ideas** | Present information, findings, and supporting evidence and in which the organization, development, and style are appropriate to the discipline, audience, and/or context.

<b>11-12</b>	<p><b>LA.12.SL.2</b> Present information, findings, and supporting evidence effectively and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Evaluate the purpose of information being presented, its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.</li> </ol>
<b>9-10</b>	<p><b>LA.10.SL.2</b> Present information, findings, and supporting evidence clearly and concisely and in which the organization, development, and style are appropriate to a variety of tasks, purposes, and audiences.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, intonation) for a variety of purposes and situations, including interpreting grade-level texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented, evaluate its motives (e.g., social, commercial, political), and determine its credibility.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>8</b>	<p><b>LA.8.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 8th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> <li>c. Analyze the purpose of information being presented and evaluate its motives (e.g. social, commercial, political).</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Select and use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ol>
<b>7</b>	<p><b>LA.7.SL.2</b> Present claims and findings, emphasizing key ideas in a focused, coherent manner with relevant descriptions, facts, details, and examples to clarify themes or central ideas.</p> <ol style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 7th grade texts.</li> <li>b. Convey a perspective with clear reasoning and valid evidence.</li> </ol>

	<ul style="list-style-type: none"> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>6</b>	<p><b>LA.6.SL.2</b> Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to clarify themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 6th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Analyze the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>5</b>	<p><b>LA.5.SL.2</b> Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 5th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>4</b>	<p><b>LA.4.SL.2</b> Report on a topic or text, tell a story, or recount an experience in an organized manner with appropriate facts and relevant, descriptive details to support themes or central ideas.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 4th grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> </ul>
<b>3</b>	<p><b>LA.3.SL.2</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 3rd grade texts.</li> <li>b. Convey a perspective with clear reasoning and support.</li> <li>c. Identify the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words).</li> <li>e. Use appropriate visual and/or digital tools to enhance verbal communication and add interest.</li> </ul>
<b>2</b>	<p><b>LA.2.SL.2</b> Tell a story or recount an experience with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 2nd grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Explain the purpose and credibility of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>1</b>	<p><b>LA.1.SL.2</b> Tell a story or recount experiences with appropriate facts and pertinent descriptive details.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting 1st grade texts.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. With prompting and support, explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>
<b>K</b>	<p><b>LA.K.SL.2</b> With prompting and support, describe familiar people, places, things, and events, and provide additional detail.</p> <ul style="list-style-type: none"> <li>a. Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.</li> <li>b. Convey a personal perspective with clear reasons.</li> <li>c. Explain the purpose of information being presented.</li> <li>d. Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words).</li> <li>e. Use appropriate visual and/or digital tools to support verbal communication.</li> </ul>

## Appendix: Key Instructional Shifts for English Language Arts



Shifting instructional practice is central to improving teaching and learning. The 2021 revisions to Nebraska's College and Career Ready Standards for English Language Arts, per Nebraska revised statute 79-76.001, require a number of key shifts in classroom practice and consideration of curricular materials that are essential to realize the vision of excellent literacy instruction. This document provides an overview of the key instructional shifts for English Language Arts and the roles that teachers, students, and school leaders\* have in the stages of their implementation.

**ELA/Literacy Shift 1: Science of Reading/Foundations of Reading** | The revised standards are designed around the *Science of Reading* which is a vast, interdisciplinary body of scientifically-based research about how young children learn to read. The *Foundations of Reading* standards and indicators at each grade level outline a carefully sequenced progression of skills that should inform instruction of phonology, sound-symbol association, syllables, morphology, syntax, and semantics. A systematic, cumulative approach ensures all students attain early literacy proficiency.

**Teachers...**

- Provide explicit instruction in print concepts, phonological awareness, phonics, and fluency.
- Provide frequent, meaningful opportunities for practice of newly acquired skills.
- Progress monitor with diagnostic assessments.
- Differentiate instruction for struggling readers.

**School leaders...**

- Provide systematic early literacy training based on the science of reading.
- Provide access to HQIMs and ongoing support for their implementation.
- Create structures that maximize core instruction during literacy blocks.
- Ensure school environments are print-rich.

**Students...**

- Orally practice phonemic awareness activities.
- Engage in frequent, meaningful practice of emerging skills.
- Read high-quality decodable texts at school and at home.
- Self-select literary and informational texts based on their interests.

**ELA/Literacy Shift 2: Staircase of Complexity** | In order for students to be prepared for the complexity demands of the texts they will encounter in college, career, and personal life, each grade level requires a “step” of growth on the “staircase of complexity.” High-quality, knowledge-building texts that are at or above grade level should form the center of instruction.

**Teachers...**

- Use anchor and supporting texts that increase in complexity over the year.
- Provide frequent, meaningful opportunities for close reading and re-reading.
- Provide rigorous tasks and opportunities to write and speak about content.
- Scaffold instruction for struggling readers.

**School leaders...**

- Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts.
- Provide deep, sustained professional learning on the implementation of HQIMs.
- Create structures for cross-curricular experiences with complex texts.

**Students...**

- Employ strategies for comprehending grade-level texts and their academic language.
- Increase time spent writing about the content of complex texts using academic language.
- Interact meaningfully with complex texts through robust discussion.
- Self-select texts at their own reading level.

**ELA/Literacy Shift 3: Balancing Literary and Informational Texts** | The revised standards reflect the unique but interrelated skills associated with successful comprehension of literary (“Prose and Poetry,”) and informational text types. It is recommended students read a 50-50 balance of literary and informational texts, thereby building their knowledge of the world and content in science, social studies, the arts, and literature.

**Teachers...**

- Provide rich experiences with a variety of text types.
- Explicitly teach the unique characteristics and features of informational text.
- Use thematically-related text sets designed to build deep knowledge of topics.
- Read aloud to students to model expert, fluent reading of text.
- Scaffold instruction for struggling readers.

**School leaders...**

- Develop and refine a district-wide, cohesive scope and sequence grounded in complex, knowledge-building texts.
- Provide deep, sustained professional learning on the implementation of high-quality instructional materials.
- Develop structures and professional learning opportunities so that students access complex text in all content areas.

**Students...**

- Read a balance of literary and informational texts across content areas.
- Read a wide range of multimodal texts in which meaning is conveyed through visual, audio, gestural, tactile, and spatial means.
- Build vocabulary through a combination of conversation, direct instruction, and reading.
- Participate in frequent opportunities to write about content and practice the modes and structures of literary and informational text types.

**ELA/Literacy Shift 4: Explicit Writing Instruction** | The *Production of Writing* strand of the revised standards lays out an explicit sequence of evidence-based skills that lead to writing proficiency. The progression emphasizes sentence-level and paragraph composition so that students are able to craft cohesive writing pieces grounded in evidence from complex texts.

**Teachers...**

- Explicitly teach grammar, usage, and mechanic skills in the context of high-quality texts.
- Use high-quality instructional materials that provide a mix of on-demand and process writing tasks.
- Provide frequent opportunities for revising and editing pieces written by self and others.
- Design lessons in which students explicitly examine grammatical structures in meaningful, complex sentences.
- Design instruction in which students experience grammatical conventions in various contexts.

**School leaders...**

- Equip teachers with professional learning, high-quality materials, and evidence-based resources to support their knowledge of language.
- Ensure a district-wide scope and sequence reflects a carefully planned integration of language and content.
- Assess the frequency and quality of direct writing instruction in all classes.
- Support the implementation of formative, interim, and summative assessment that informs instruction.

**Students...**

- Write about the content of complex texts using academic language and conventions appropriate to the task, purpose, and audience.
- Recognize the sentence as the building block of all writing.
- Demonstrate their learning through a variety of written tasks.
- Engage in deliberate practice of emerging skills.
- Learn grammatical concepts through the construction and revision of their own writing and that of others.



## WELCOME NEW SUPERINTENDENTS FOR 2021-22

- Amherst – Matt Gordon
- Arapahoe – Brian Gegg
- Centennial – Seth Ford
- Cozad – Angela Simpson
- Creighton – Josh Weber
- Doniphan Trumbull – Jeremy Braden
- Dundy County Stratton – Jackie Anderson
- ESU 13 – Laura Barrett
- Emerson Hubbard – Mike Pattee
- Eustis-Farnam – Nick Hodge
- Franklin – Chris Lecher
- Friend – Derek Anderson
- Gering – Nikki Regan
- High Plains – Kim Berans
- HTRS – George Griffith
- Isanti – Todd Chessmore
- Keya Paha – Jamie Isom
- Leigh – Cole Fischer
- Loup City – Dean Tickle
- Lyons-Decatur – Lindsey Beaudette
- McCool Junction – Dade McDonald
- Minatare – Rocky Robbins
- Oakland-Craig – Jessica Bland
- Ogallala – Gene Russel
- Pleasanton – Nathan Lightle
- Ponca – Brendan Calahan
- Ravenna – Brad Kjar
- Raymond Central – Lynn Johnson
- Scottsbluff – Andrew Dick
- Shelby-Rising City – Tucker Tejkl
- Shickley – Rex Pfeil
- Springfield-Platteview – Ryan Saunders
- Stapleton – Brian Redinger
- Summerland – Kyle Finke
- Sutherland – Steve Bristol
- Syracuse-Dunbar-Avoca – Dave Kraus
- Wakefield – Matt Farup
- Wallace – Joel Ferguson
- Wynot – Paul Hans

## ALICAP RETURNING \$2.75 MILLION TO ITS MEMBERS

The ALICAP Board of Trustees is proud to announce that it is returning \$2.75 million back to member school districts and educational service units (ESUs) for the 2021-22 school year in the form of a dividend.

ALICAP provides property, liability, errors and omissions, auto, workers’ compensation, pollution and cyber security insurance to school districts and ESUs that choose to join.

ALICAP is formed under Nebraska’s Intergovernmental Risk Management Act, which allows participating members to pool its assets together to provide insurance services to its members. This pooling concept has proven to be a success as over \$25 million has been returned back to schools and ESUs in the form of a dividend since 1990. This concept of shared risk management has demonstrated cost savings for Nebraska schools, ESUs, and taxpayers.

Returning dividends to the members is a key characteristic that sets ALICAP apart from the typical insurance provider. Each member district/ESU is an owner of the ALICAP pool, and when the pool has a surplus from any given year, those dollars may be returned to the owners, instead of the traditional insurance provider’s stockholders.

ALICAP provides coverage to 176 school districts and ESUs in Nebraska and is governed by school board members and administrators representing its participating members.

“I’m proud of ALICAP and what we’ve been able to do for Nebraska’s schools,” said Megan Boldt, NASB Associate Executive Director and Director of ALICAP. “ALICAP made six promises, or pillars, to its members back in 1990 and we’ve stayed true to them over the past 31 years.”

To learn more, visit [www.ALICAP.org](http://www.ALICAP.org), or contact Megan Boldt, at [mboldt@NASBonline.org](mailto:mboldt@NASBonline.org).



### UPCOMING NETWORKING & EVENTS

AREA MEMBERSHIP MEETINGS - AUGUST THROUGH OCTOBER (SEE PAGE 3)

NASB LEGISLATIVE LUNCH - SEPTEMBER 1 IN NIOBRARA

FACILITIES & CONSTRUCTION WORKSHOP - SEPTEMBER 9 IN KEARNEY

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Join NASB, as we travel the state for various workshops, meetings and events throughout the year.  
To learn more, and register, visit the Events tab of [www.NASBonline.org](http://www.NASBonline.org)

<http://members.nasbonline.org/index.php/events>

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'.  
If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.



<http://members.nasbonline.org/index.php/news-resources/videos>



## AUGUST



AREA MEMBERSHIP MEETING - AUGUST 24 - GERING

AREA MEMBERSHIP MEETING - AUGUST 25 - NORTH PLATTE



AREA MEMBERSHIP MEETING - AUGUST 31 - VALENTINE

## SEPTEMBER

NASB LEGISLATIVE LUNCH - SEPTEMBER 1 - NIOBRARA W/ SEN. TIM GRAGERT

AREA MEMBERSHIP MEETING - SEPTEMBER 1 - NORFOLK

AREA MEMBERSHIP MEETING - SEPTEMBER 8 - KEARNEY

FACILITIES & CONSTRUCTION WORKSHOP - SEPTEMBER 9 - KEARNEY

AREA MEMBERSHIP MEETING - SEPTEMBER 15 - YORK

2021 THRIVING CHILDREN, FAMILIES, AND COMMUNITIES CONFERENCE - SEPTEMBER 27 - VIRTUAL

AREA MEMBERSHIP MEETING - SEPTEMBER 29 - FREMONT

## OCTOBER

AREA MEMBERSHIP MEETING - OCTOBER 5 - LA VISTA

AREA MEMBERSHIP MEETING - OCTOBER 6 - NEBRASKA CITY

LABOR RELATIONS CONFERENCE - OCTOBER 12-13 - LINCOLN

5TH ANNUAL SPARQ TAILGATE - OCTOBER 30 - EMBASSY SUITES - LINCOLN

## NOVEMBER

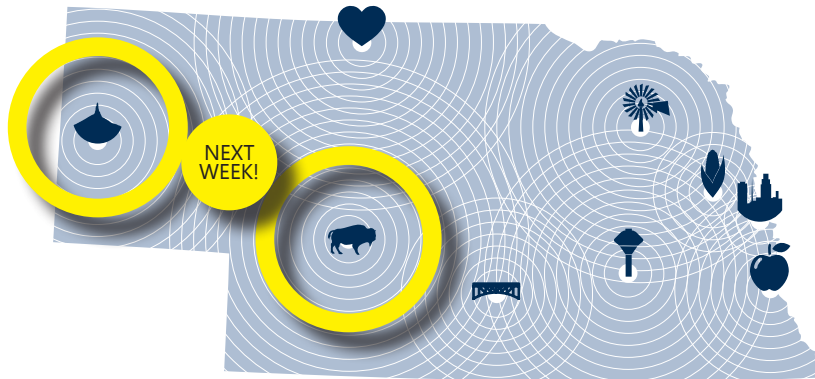
2021 STATE EDUCATION CONFERENCE - NOVEMBER 17-19 - DOWNTOWN OMAHA

# 2021 AREA MEMBERSHIP MEETINGS: ON THE ROAD AGAIN!



LEADERSHIP    INNOVATION    VISION    ENGAGEMENT    #liveNASB    #weLIVEhere

Training | Recognition | Networking | Together  
Gering - North Platte - Valentine - Norfolk - Kearney - York - Fremont - La Vista - Nebraska City



## VISION & TRAINING SESSIONS

### 5:00 PM - A REINTRODUCTION TO NASB: WHAT IT DOES, WHAT IT CAN DO FOR YOU.

From the people to the programs, services and advocacy efforts at the Capitol, NASB offers all Nebraska school districts and ESUs the resources and expertise to strengthen public education for all Nebraskans, and empower you as locally elected school board members to be community leaders.

### 6:00 PM - TRAINING SESSIONS 1

- A REFRESHER ON THE OPEN MEETINGS LAW AND ISSUES THAT KEEP COMING UP
- SCHOOL EMPLOYEE SHORTAGE
- STAKEHOLDER ENGAGEMENT + DISTRICT IDENTIFIED NEEDS = LONG-TERM GOALS

### 6:45 PM - TRAINING SESSIONS 2

- THE GOOD & THE BAD OF THE 2021 LEGISLATIVE SESSION: WHAT PASSED, WHAT DIDN'T, WHAT'S TO COME
- THE MOST IMPORTANT JOB - SUPERINTENDENT EVALUATION
- CRITICAL RISKS, DIGITAL BOUNDARIES

## REGISTER NOW FOR THE MEETING NEAREST YOU



- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| Tuesday, August 24 - Gering          | Wednesday, August 25 - North Platte |
| Tuesday, August 31 - Valentine       | Wednesday, September 1 - Norfolk    |
| Wednesday, September 8 - Kearney     | Wednesday, September 15 - York      |
| Wednesday, September 29 - Fremont    | Tuesday, October 5 - La Vista       |
| Wednesday, October 6 - Nebraska City |                                     |

NASB and the State Board of Education are now seeking nominations for the annual Ann Mactier Award, recognizing one local school board member for their policy leadership and contributions to curriculum and instruction in Nebraska public schools.

Please consider nominating a deserving board member for this honor.

Application deadline for deserving candidates is September 25, 2021. For further details you may visit the Board Leadership section of [www.NASBonline.org](http://www.NASBonline.org) or contact Marcia Herring at 800-422-4572. Previous winners include:



- 2021 | \_\_\_\_\_
- 2020 | MARIAN HOLSTEIN, WINNEBAGO
- 2019 | VALERIE FISHER, PAPHILLION LA VISTA
- 2018 | KATHY DANER, LINCOLN
- 2017 | BONNIE HINKLE, GRAND ISLAND
- 2016 | TERRI HAYNES, CHADRON
- 2015 | LINDA RICHARDS, RALSTON
- 2014 | BRAD KRIVOHAVEK, NORFOLK
- 2013 | PATTY BENTZINGER, NORRIS

- 2012 | KATHY BARTEK, FALLS CITY
- 2011 | JULIE AGARD, KEARNEY
- 2010 | KIM FASSE, ELKHORN
- 2009 | RON PEARSON, ESU #3
- 2008 | SANDRA JENSEN, OMAHA
- 2007 | JOHN HANSEN, BELLEVUE
- 2006 | FRED TAFOYA, PAPHILLION LA VISTA
- 2005 | WAYNE ERICKSON, WISNER-PILGER
- 2004 | ANN MACTIER, OMAHA



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NASB has partnered with American Fidelity to bring members an enhanced employee benefits package. We believe this partnership can elevate the current services we provide and that their industry experience can have a significant impact on your budget.

*“We are happy to introduce American Fidelity as our partnered provider for Section 125 Administration, Flexible Spending Accounts, and Health Savings Accounts,” said Sallie Horky, NASB’s Chief Operating Officer. “Our decision came down to American Fidelity’s ability to offer these services at no cost to our members, and their outstanding service to over 4,000 schools nationwide.”*

## WATCH HOW AMERICAN FIDELITY HELPS WITH SECTION 125 COMPLIANCE:

[https://americanfidelity.com/support/videos/year-round-admin/?utm\\_source=nasb&utm\\_medium=email&utm\\_campaign=nasb-2021&utm\\_content=video](https://americanfidelity.com/support/videos/year-round-admin/?utm_source=nasb&utm_medium=email&utm_campaign=nasb-2021&utm_content=video)

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Ryan Wedel | Nebraska State Manager | [ryan.wedel@americanfidelity.com](mailto:ryan.wedel@americanfidelity.com) | 785-783-0375 | [americanfidelity.com/nebraska](https://americanfidelity.com/nebraska)

## HOW WELL DO YOU KNOW YOUR BOARD'S POLICIES?

Your Board Policy Manual holds the collective decisions of your School Board, providing expectations and direction to your district when the Board is not in session. It serves as the continuing plan by which you govern your district and move it toward the goals and vision you and your staff have created together.

Updating and reorganizing your board policy manual while keeping previous decisions of the board in place is a time intensive process. Each district has a different history and, over the years, has made numerous important local board decisions differently than its neighboring districts. NASB provides the only Policy Update and Customization Service that keeps those previous decisions in place rather than throwing out your policy manual to replace it with a generic one.

Unfortunately, your policy manual may have obsolete, inaccurate, or unnecessary information that misleads or confuses your board members and staff. Worse yet, it may be missing important policy revisions that have occurred over the past several years and are critically important in setting expectations for the governance of your district or the direction of board discussions.

There are also basic protections that must be in place for your students, their parents, and your employees which may be reviewed prior to receiving important grants, funds, or certifications. Many of the most recently revised policies are quite lengthy and detailed due to the Every Student Succeeds Act and may be audited by state or federal agencies.

The goal of the NASB Policy Customization Service is to create a completed, customized policy manual with legal referencing and indexing that reflects in writing the operation of your own district. It should serve as a starting point on many of the important questions that come before the board over the course of the year.

This is a great time to consider beginning a board manual customization to give your board and administrators a much more accurate, complete, and user-friendly board policy manual for the future.





## BOARD MEETINGS – A MEETING HELD IN PUBLIC, NOT A PUBLIC MEETING

A body may not be required to allow citizens to speak at each meeting, but it may not prohibit public participation at all meetings. The public has the right to observe the meeting and hear all comments made by board members as business is conducted by the board. School board meetings are a meeting held in public; however, the meetings are not public meetings. The board must periodically allow for the public to express their views. Typically, boards allow a public comment period monthly. The board may, from time to time, omit public comment from the agenda. Public comment is rarely allowed during a special meeting or board retreat.

It is important for the board president to remain firmly in charge of the meeting. It is entirely appropriate, per board policy, to manage public comment accordingly. The policy may include a defined number of minutes each individual may have to address the board, and the total number of minutes that public comment will be allowed. The board president must be careful to ensure any rules, such as time limits, are applied uniformly to all members of the public. Boards should not act upon a citizen's concerns at the board meeting unless the issue is already part of the official agenda. The common practice is to refer the item to the administration for review and reference the importance of the patron following policy describing the chain of command as a resource for addressing the concern in an appropriate manner. If the patron has exhausted the chain of command, the

concern should be brought before the board through the complaint or grievance process outlined in board policy.

The Association recommends an opening statement be read by the board president to ensure the patrons who wish to address the board are aware the board will not engage or respond to questions, during public comment.

Example Public Comment Statement: This is the only time during this meeting when the public may speak. Any person wishing to make public comment must abide by and adhere to applicable board policies, including, but not limited to the following:

- Each person wishing to speak must sign in on the sign-in sheet (location of the document)
- Each person who comes forward to speak should state your name and the topic you are addressing before you begin.
- A time limit (per board policy No. xxxx) of X minutes is allotted for each speaker.
- There is a total time limit of X minutes allotted for all speakers.
- The board will not respond to comments or questions.
- The board will not act on any comments but will direct the comments to appropriate staff members.
- Offensive language and hostile or disorderly conduct will not be tolerated. In the event the board president determines any statement or comment constitutes offensive language or hostile or disorderly conduct, the board president will declare the person out of order and the person will be prohibited from speaking further.

- In the event that any person is unruly, abusive, or otherwise disrupts the meeting or the board's conduct of business, such person may be asked to leave the meeting or be removed.

### Board Vacancy

From time to time, the board will have a vacant position during the midst of a term. A vacancy may be due to resignation, the board member is no longer a resident of the district/ward, candidate who received the highest number of votes is ineligible, disqualified, deceased, or for any other reason unable to assume the office for which he or she was a candidate, the elected official decides not to continue to serve, or the board member is convicted of a felony or a public offense involving the violation of the oath of office.

In the event the board must fill a vacancy, the Association recommends the board reference board policy for guidance pertaining to filling the vacancy. In the absence of policy, the Association will provide a free board leadership resource that includes a press release, application for interested patrons, sample interview questions, and an assessment resource to support the selection of the individual who will be appointed to the board. Please contact NASB at 800-422-4572 and ask for the Board Leadership department.



# AT THE BOARD TABLE

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## BOARD CALENDAR AGENDA ITEMS FOR YOUR SEPTEMBER MEETINGS

View the full, detailed calendar at: <http://members.nasbonline.org/index.php/resources>

### MISSION, VISION & GOALS

Strategic Plan Update; District Goals Update;

### POLICY GOVERNANCE

Review Annual District Report; Review, update, and adopt policy;

### ACCOUNTABILITY & STUDENT ACHIEVEMENT

Review Summer School Programs; Review ACT Results; Review Certified Staff Professional Development Calendar and Budget; Review School Improvement Plan; District Membership Report on or before October 15; Pending in Legislature - Distance Education Incentives Denial Appeal due October 1

### DISTRICT/ESU RESOURCES [BUDGET]

Negotiations contract dispute decision (year of contract, if needed) due September 15; Collective Bargaining Timeline on or before September 1 of the year preceding the contract year in question; Collective Bargaining Mediation Decision on or before September 15; Elementary site allowance calculation on or before October 15; Tax Request Hearing for Fund Levies on or before October 13; ESU Audit on or before January 31

### REPORTS

Board Committees; Superintendent; Administrators; Annual Emergency Safety Plan – Annual Adoption

### LEARNING COMMUNITY

Learning Community Coordinating Council Only - The learning community levies and total assessed valuation due October 15

[HTTPS://SITES.ED.GOV/ROADMAP/](https://sites.ed.gov/roadmap/)



U.S. Department of Education



**RETURN TO SCHOOL  
ROADMAP**



*Prior to her election to the State Board of Education in November 2020, Patti Gubbels served on the Norfolk Board of Education, and was a member of the NASB Board of Directors, and the NASB Legislation Committee since 2016. We reached out to Patti to see if she, and her peers on the State Board of Education would like to give you all updates and answer any questions you may have.*

**"... REMEMBER, SCHOOLS ARE A MICROCOSM OF SOCIETY."**

One of my favorite college professor's mantra was "remember, schools are a microcosm of society." I have been reminded of that expression frequently over the past six months as I have observed that the tumultuous and tense times being experienced in our society are now being directed not only at the Nebraska State Board of Education level but also the school district level.



During difficult times when it is easy to become distracted and to lose focus, I find solace by engaging in self reflection. I would like to share three of the questions I posed to myself and the answers I generated that have helped me maintain some important perspectives during these challenging times. I hope they will be helpful to you as well.

**WHAT IS THE PURPOSE OF EDUCATION?** In other words, why do public schools exist? My personal philosophy of education is that schools exist to provide students with the skills and knowledge they need in order to be successful, productive adults and citizens. That notion certainly includes academic preparation, but it also includes educating the whole child by providing a caring environment where students are understood as physical, social and emotional individuals.

The Nebraska Department of Education's philosophy is revealed through its vision statement "To lead and support the preparation of all Nebraskans for earning, learning, and living". Early 20th century English author and philosopher Gilbert K. Chesterton stated, "Education is simply the soul of a society as it passes from one generation to another".

My personal philosophy of education, the NDE vision, and Chesterton's quote remind me of why school board work is so important. I hope when you think of your school district's mission or vision statement, you are reminded of how significant your role is as a local school board member.

**HOW MUCH AND WHICH RESPONSIBILITIES CAN PUBLIC SCHOOLS TAKE ON TO EDUCATE AND HELP RAISE NEBRASKA'S CHILDREN?** I posed that question because over the years schools have taken on responsibilities that once were reserved for families. Humorist Erma Bombeck, in a column from many years ago, lamented that schools even have fluoride rinse programs to protect children's teeth.

The lines between parental/familial and school responsibilities have become blurred. As schools have taken on more responsibilities, school structure and funding have not been reimagined in a way that schools alone can do and be everything to everyone. Schools have found innovative ways, through partnerships with parents, communities, businesses, and other groups, to provide necessary supports and services for students and their families. Educating children is a shared responsibility that relies on positive partnerships and educational allies.

**IF PHILOSOPHIES OR MISSIONS/VISION STATEMENTS SPEAK TO EDUCATING ALL CHILDREN, WHAT DOES THAT MEAN IN TERMS OF EQUITY?** My definition of equity is "providing equal access and opportunity and providing appropriate resources so all students can succeed." But, opportunity is not the same as outcome and success is not a given. Learners must grasp opportunities and recognize that their actions influence outcomes. School missions/vision statements imply an attitude of equity as they focus on all of the students in their districts.

As you face the difficulties of managing another school year impacted by divisiveness and the pandemic, rely on your vision/mission to guide you as you make important decisions, relish the support you have from partners who help you provide access and opportunities for all of your students, and remember that the focus of education is your students and their learning.

Best wishes as you begin the 2021-2022 school year!  
 Patti Gubbels  
 Nebraska State Board of Education - District 3

*Disclaimer: The opinions from Dr. Patti S. Gubbels are hers and do not represent the Nebraska State Board of Education.*

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## ... DATA ANALYTICS

As the new school year begins, your district may be implementing new programs and curriculum. Data Analytics can help you monitor and evaluate the effect of those changes in your educational system to provide a basis to determine their worth or to improve your efforts going forward.

*Contact Jim to learn more!*

## ... MEMBER ENGAGEMENT

Registration is now open for all nine Area Membership Meetings, and the Facilities & Construction Workshop! Save the Date for 2021 State Education Conference ... November 17-19 at CHI Center in downtown Omaha.

*Sharon*

## ... SEARCH, STRENGTHS & AWARDS

### EDUCATION LEADERSHIP SEARCH SERVICE

Is your district or ESU in need of a new Superintendent/Administrator due to retirement or resignation? Email [sbecker@NASBonline.org](mailto:sbecker@NASBonline.org) with any questions you have about best practice, or for a proposal.

### GALLUP STRENGTHSFINDER

People with *Ideation* think outside the box and bring a new and fresh perspective. Contact Shari for a Code to complete the individual assessment and access your Gallup Top 5 or to schedule a Gallup leadership team session.

### AWARDS OF ACHIEVEMENT

Board members who earned new levels of success in the 2020 – 2021 points year will be recognized at Area Membership Meetings starting next week. Register for AMM on the NASB website now!

*- Shari -*

## ... POLICY

In a recent Pennsylvania school district case, the U.S. Supreme Court ruled that school officials lacked the authority to discipline a student for a vulgar social media post made after not making the varsity cheerleading squad. This is the sort of major court decision that shapes policies relating to free speech issues and how they affect student discipline and disruptions of the learning environment.

This case will need to be considered by administrators in the future when students post attention-getting comments on their own time away from school.

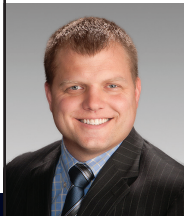
*Contact Jim to learn more!*



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**Cody Wickham**  
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## ... ENERGY PURCHASING

Following last winter's extreme weather during the February polar vortex, many direct purchasers of utility natural gas will see added surcharges to their gas bills for the next several years. Our gas consortium members have avoided those surcharges by the timely purchase of supplies in advance, preventing a negative impact on your future budgets.

*Contact Jim to learn more!*

## ... BOARD LEADERSHIP

Check out "At the Board Table" on pages 6-7.  
*Marcia, Tori, Kari, Katie & Melissa*

## ... ADVOCACY & GOVERNMENT RELATIONS

Our next Legislative Lunch ...  
September 1st in Niobrara!

The Legislature has begun its work on studying school finance through LR 141. Senators will be travelling the State engaging School Board members, Administrators and community members about school finance. NASB has been engaging members in those districts to be visited. Share your story, know your data, and understand the data that will make a difference!

*Call Colby & Matt with any questions!*

## ... ALICAP & INSURANCE

Check out the article on Page 1!

We look forward to seeing you all as we hit the road for the Area Membership Meetings here next week. Come check out our specific breakout on Critical Risks & Digital Boundaries!

And as always, one of my favorite parts of Area Meetings ... PRIZES!!!

*Thanks, Megan!*

## ... TECHNOLOGY

Join us for the 5th Annual Sparq Tailgate at the Embassy Suites, Lincoln, on Saturday, October 30 as Nebraska faces Purdue. RSVP now to [nkobus@sparqdata.com](mailto:nkobus@sparqdata.com)

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WORKSHOP**

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**THURSDAY, SEPTEMBER 9, 2021 | HOLIDAY INN - KEARNEY**

**9:00 TO 9:45 AM - OPENING SESSION  
GETTING IT RIGHT FROM DAY 1**

**9:45 TO 10:00 AM - VENDOR BREAK**

**10:00 TO 10:45 AM - A SESSIONS**

**WHAT YOUR INSURANCE COMPANY WANTS YOU TO KNOW  
FOUR WALLS, A ROOF AND DON'T FORGET YOUR TECHNOLOGY NEEDS!  
BUILDING PROJECTS USING ESSERS FUNDS**

**10:45 TO 11:15 AM - VENDOR BREAK**

**11:15 AM TO 12:00 PM - B SESSIONS**

**FACILITIES PLANNING  
A DISCUSSION WITH BUILDERS  
FROM FACILITY COMMITTEE TO FINANCING YOUR PROJECT**

**12:00 TO 12:45 PM - LUNCH**

**12:45 TO 1:30 PM - C SESSIONS**

**A DISCUSSION WITH ARCHITECTS  
TRENDS IN CONSTRUCTION & SUPPLY CHAIN ISSUES  
ESSER FUNDING GUIDANCE**

**1:30 TO 1:45 PM - VENDOR BREAK**

**1:45 TO 2:30 PM - D SESSIONS**

**EVERYTHING YOU NEED TO KNOW FROM THE STATE FIRE MARSHAL  
UNDERSTANDING THE BUILDING FUNDS AND HOW TO FINANCE FACILITIES  
COMMUNICATION ABOUT CONSTRUCTION PROJECTS**

**2:30 TO 3:15 PM - CLOSING SESSION**

**THE INS AND OUT OF CONTRACTS FOR BUILDING PROJECTS**

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Nebraska Association of School Boards | 1311 Stockwell Street - Lincoln, NE 68502 | Matt Belka, Editor | John Spatz, Publisher

# HOW NEBRASKA SCHOOLS CAN OVERCOME BUDGET SHORTFALLS IN 2021

Nebraska Association of  
SCHOOL BOARDS

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Every budget season presents a challenge for district leaders, but this upcoming 2021-2022 school year might be tougher than most. Over the past year and a half, schools across the country were forced to rapidly respond to the unforeseen challenges and shifting priorities created by the COVID-19 pandemic. For many, this also upended carefully laid financial plans and already stretched budgets. Federal funding became available but may not cover the gaps that are widening with every passing day.

After speaking with school leaders nationwide, we found many were facing a similar – and growing – set of financial challenges:

## Existing Challenges

- Aging facilities and equipment leads to a pile-up of deferred maintenance
- Desire to modernize and invest in best in class learning
- Need to reduce risk, create secure budgets, and streamline operations

## New Challenges

- Sharp decline in public school enrollment, potentially impacting funding
- Rising costs of creating healthy indoor environments
- State and local municipalities are facing shortfalls of their own and unable to fill the gap

Overlaid with these pressures is the ever-present need to modernize schools and/or tackle deferred maintenance. Understandably, many short- and long-term projects to improve facilities and infrastructure were put on hold. The conversation about the new STEM lab became how to improve air quality; the plan for upgraded athletic facilities into upgraded technology for remote learning.

Before eliminating plans for much-needed critical infrastructure improvements, explore alternative funding opportunities. There is a pathway to addressing both old and new challenges while creating stability in the budget.

To maximize short-term funding opportunities while creating long-term stability in their budget, districts may use this modernization mandate in combination with an Energy Savings Performance Contract (ESPC) to accomplish more.

## Are you ready to take advantage of funding opportunities?

Federal stimulus resources for K-12 schools can be used in a variety of ways, including to address critical infrastructure and aging facilities. This checklist will help district leaders determine what steps to take to ensure your district can get funding fast.

### Create Partnerships Early

Finding experienced partners to support your district with the planning, design and implementation of expenditures will fast track approval. It also affords administrators with the opportunity to be strategic and intentional about how the program is financed, implemented, and maintained in the short- and long-term.

### Prioritize Projects Based on Impact

Stimulus funds should be viewed as one piece of the funding puzzle for schools searching for revenue streams. This often means prioritizing projects that support your district's long-term goals and objectives in addition to the most pressing short-term needs.

### Prepare Contingency Plans

Don't let your operational budget depend on stimulus funding alone. In today's environment alternative financing and project delivery vehicles have become ideal ways to unlock funds trapped in your budget and still make critical infrastructure upgrades.

Through ESPC, most school districts are able to reduce their energy and operational costs by 20-30% while addressing a backlog of deferred maintenance and making much-needed improvements.

These projects:

- Identify and capture untapped revenue
- Lower your operational costs
- Free up capital to be re-allocated where most needed
- Create stability in your budget

What's more, when ESPCs are combined with other funding sources, such as stimulus, utility rebates, grants or even third-party financing, districts can make huge progress on their master facilities plans and set their district up for long-term success.



## We can help!

**Tom Bachkora**

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### AWARDS

#### Awards Unlimited

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### BUILDING CONTROLS/SERVICES

#### Control Management Inc.

Nathan Haug - 402-571-9454  
nathan@cmiomaha.com - cmiomaha.com  
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#### Johnson Controls

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Dave.w.Schwerdtfeger@JCI.com  
Shane Breiffelder - 402-450-9677  
Shane.Breiffelder@JCI.com - jci.com  
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### CONSULTING

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Construction Consulting

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### CONSTRUCTION SERVICES



#### Ayars & Ayars, Inc.

Darl Naumann - 402-435-8600 - 402-570-9214  
dnaumann@ayarsayars.com - ayarsayars.com  
(Design-build leader building beneficial relationships, processes, and projects)  
\* GOLD LEVEL AFFILIATE

#### BD Construction

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(Construction Management, Facility Planning, Site Selection, Pre-bond Community Education, Stakeholder Engagement)  
\* GOLD LEVEL AFFILIATE

#### Boyd Jones Construction

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ebannick@boydjones.biz - boydjones.biz  
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#### Kingery Construction Co

Rod Berens - 402-465-4400  
rodberens@kccbuilders.com - kccbuilders.com  
(Design-Bid-Build, Design-Build, Construction Management, General Contractor, Pre-Bond/Pre-Construction Assistance)  
\* GOLD LEVEL AFFILIATE

#### MCL Construction

Heather Fredrick - 402-339-2221  
haf@mclconstruction.com - mclconstruction.com  
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#### Nemaha Sports Construction Inc

Don Traska - 402-434-5488  
don.traska@nemaha.net - www.nemaha.net  
(Athletic Fields, Parks & Recreation, Hardscapes)  
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#### Sampson Construction

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joseph.young@sampson-construction.com  
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\* GOLD LEVEL AFFILIATE

#### W. A. Klinger

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dgoebel@ameresco.com - www.ameresco.com  
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#### Facility Advocates

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#### Navitas

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#### Optimized Systems

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Nebraska Liquid Asset Fund - NLAF  
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## FOOD SERVICE



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Opaa! Food Management of Nebraska  
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## INSURANCE SERVICES



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\* GOLD LEVEL AFFILIATE

Crouch Recreation  
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## PUBLIC RELATIONS SERVICES



Idea Bank Education  
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in the school system)

## TRANSPORTATION



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NEW SUPERINTENDENTS FOR 2021-22  
TRAINING, NETWORKING, ENGAGEMENT & EVENTS  
2021 AREA MEMBERSHIP MEETINGS: ON THE ROAD AGAIN!  
SCHOOL BOARD MEMBER OF THE YEAR NOMINATIONS DUE  
NASB PARTNERS WITH AMERICAN FIDELITY FOR EMPLOYEE BENEFITS  
HOW WELL DO YOU KNOW YOUR BOARD'S POLICIES?  
AT THE BOARD TABLE - BOARD MEETINGS – A MEETING HELD IN PUBLIC, NOT A PUBLIC MEETING  
AN UPDATE FROM THE STATE BOARD OF EDUCATION  
SPARQ SOCIAL ... JOIN US!  
HOW NEBRASKA SCHOOLS CAN OVERCOME BUDGET SHORTFALLS IN 2021  
YOUR NASB BOARD OF DIRECTORS & STAFF  
YOUR 2021 NASB AFFILIATES  
... AND MUCH MORE!

## AS WELL AS "THIS MONTH IN ..."

... ADVOCACY & GOVERNMENT RELATIONS  
... ALICAP & INSURANCE  
... BOARD LEADERSHIP  
... DATA ANALYTICS  
... ENERGY PURCHASING  
... MEMBER ENGAGEMENT  
... POLICY  
... SEARCH, STRENGTHS & AWARDS  
... TECHNOLOGY

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## NASB Monthly Update for Board Meetings Agenda Item:

September 2021

View the Monthly Update in video form at:

<http://members.nasbonline.org/index.php/news-resources/videos>

**REMINDER: According to the Superintendent Pay Transparency Act, any new contract, changes to an existing contract, or automatic renewals shall be posted on the school's website and submitted to NDE by August 1st.**

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### Latest 'Board Notes' – Monthly Newsletters

- ALICAP Returning \$2.75 Million to its Members
  - School Board Member of the Year Nominations Due
  - How Well Do You Know Your Board's Policies?
  - At The Board Table - Board Meetings – A Meeting Held in Public, not a Public Meeting
  - An Update from the State Board of Education
  - How Nebraska Schools Can Overcome Budget Shortfalls in 2021
  - ... And Much More!
- 

### "NASB Update – Annual Board Calendar"

View the full calendar at: <http://members.nasbonline.org/index.php/resources>

As a board, some items you should doing, or have on the monthly agenda include:

#### MISSION, VISION & GOALS

- Strategic Plan Update; District Goals Update;

#### POLICY GOVERNANCE

- Review Annual District Report; Review, update, and adopt policy;

#### ACCOUNTABILITY & STUDENT ACHIEVEMENT

- Review Summer School Programs; Review ACT Results;
- **Review Certified Staff Professional Development Calendar and Budget;**
- **Review School Improvement Plan;**
- **District Membership Report.** On or before **October 15**, of each year, the superintendent of each school district shall file with the commissioner the fall school district **membership report**, which report shall include the number of children from birth through twenty years of age enrolled in the district on October 1 of a given school year. The report shall enumerate (i) students by grade level, (ii) school district levies and total assessed valuation for the current fiscal year, (iii) students enrolled in the district as option students, resident students enrolled in another district as option students, students enrolled in the district

as open enrollment students, and resident students enrolled in another district as open enrollment students, and (iv) such other information as the Commissioner of Education directs.

- Pending in Legislature - Distance Education Incentives Denial Appeal – Due October 1

#### DISTRICT/ESU RESOURCES [BUDGET]

- Negotiations contract dispute decision (year of contract, if needed); Due September 15
- **Collective Bargaining Timeline.** On or before **September 1** of the year preceding the contract year in question, the certificated and instructional employees' collective-bargaining agent shall request recognition as bargaining agent. The governing board shall respond to such request not later than the following October 1.
- **Collective Bargaining Mediation Decision.** On or before **September 15**, the commission will render a decision on any contract dispute in regard to a non-agreed upon agreement that was due March 25. Negotiations board must respond to agent request; Due October 1
- **Elementary site allowance; calculation.** On or before **October 15**, each school district who qualifies for an elementary site allowance to submit the applicable form to the NDE.
- **Tax Request Hearing for Fund Levies.** On or before **October 13**, it is required that a school board, ESU, or the learning community council, setting the tax request at a different amount than the prior year, to hold a special public hearing, provide proper notice at least five days prior to the hearing, pass by a majority vote a resolution or ordinance increasing the tax amount and to certify and submit the resolution to the county clerk.
- **ESU Audit.** On or before **January 31**, the ESU Audit Report will be presented to the ESU board for review.

#### REPORTS

- Board Committees; Superintendent; Administrators;
- Annual Emergency Safety Plan – Annual Adoption

#### LEARNING COMMUNITY

- On or before **October 15**, the learning community levies, and total assessed valuation are due

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#### **NASB's Video Resources:** <http://members.nasbonline.org/index.php/news-resources/videos>

- Legal Resources, NASB's Live & Learn Series, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, Monthly Board Agendas, and MUCH more!

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#### **Networking & Events ... Register Now:** <http://members.nasbonline.org/index.php/events>

- **Area Membership Meetings – August to October**
  - Aug 24 – Gering   Aug 25 – North Platte   Aug 31 – Valentine   Sept 1 – Norfolk
  - September 8 – Kearney
  - September 15 – York
  - September 29 – Fremont
  - October 5 – La Vista
  - October 6 – Nebraska City



- 
- **Facilities & Construction Workshop – September 9 – Kearney**
  - **Needs – Resources: Understanding How the State Funds Your District**
    - September 21 - Wakefield
    - September 22 - O’Neill
    - October 26 - Ogallala
    - October 27 - Alliance
    - November 2 - Bartley
    - November – Grand Island
    - December – Broken Bow
  - **Labor Relations Conference – October 12-13 – Lincoln**
  - **5<sup>th</sup> Annual Sparq Tailgate Party – October 30 – Embassy Suites - Lincoln**
  - **State Education Conference – November 17-19 – CHI Health Center, Omaha**
- 

**Advocacy/2021 Legislative Session:**

- The 2021 legislative session has wrapped. Keep tabs with all things pertinent to your school at NASB’s Govt Relations page at <http://members.nasbonline.org/index.php/government-relations>
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Follow NASB on twitter at [www.twitter.com/NASBOnline](http://www.twitter.com/NASBOnline) using the hashtag #liveNASB and on Facebook at [www.facebook.com/NASBOnline](http://www.facebook.com/NASBOnline)

Watch all of the NASB videos at <http://members.nasbonline.org/index.php/news-resources/videos>

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the **Board Notes newsletter** for “This Month In ...” To access the latest newsletter, click here: <http://members.nasbonline.org/index.php/news-resources/board-notes>



**Principal's Report**  
**Mullen Elementary School**  
**Justin Moore**  
**September 13th, 2021**

**LB 1081 (IRIP)**

We have tested our students for the state requirements and are working to notify parents. The number of students that are on IRIP's is about what we expected.

**Observations**

Been working on Formal Observations and plan to have all of them done by the end of September.

**Learning Walks**

Working on a process to get that fine tuned and valuable for the teachers. Some modifications were requested.

**Mental Health**

Still a focus and looking at data with ESU 16 Mental Health team.

**Dates**

9-29 Parent Teacher Conferences

10-1 Data Staff Day

10-11 PLC Day

# Principal's Report

September 2021

Mike Kvanvig

## **MAPS testing**

Sept 15-16

## **Leadership Council**

Sept 23.

Teachers get to meet once a month to discuss school issues. Then debrief with the administration. Created to improve learning and teacher communication.

## **Learning Walks**

The month of October- Teachers schedule their own times.

## **Evaluations**

Teacher formal evaluations start soon.

## **Striv**

Will striv all events we can, Usually, we do not take to events if they have a system to do so. I know ours is usually better quality, but at the same time, we do not want to step on any toes with the other schools as we appreciate the same treatment. Not too mention, it becomes very taxing on our staff to broadcast especially when the hosting school is broadcasting.

## **Up coming Dates**

14 - VB Tri @ Sutherland / XC @ Bridgeport

16 - VB Tri @ Arthur

17 - FB vs GC

20 - JV FB @ Hyannis

21- Golf @ Valentine / JV VB Tri @ Hyannis

22- School Law @ Kearney

23 - VB Tri @ Valentine

24- FB @ Hyannis / XC @ Bayard

25- VB @ Ansley

27- Golf @ Alliance / XC @ Kearney

28- VB vs NPSP

29 PT Conferences

30 XC @ Bayard

Oct 1 FB vs Morrill

2 - VB Tri @ Mullen



# **M**ullen **P**ublic **S**CHOOLS

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## 2021-22 Board-District Goals

**Mr. Chris Kuncl**  
**Superintendent**

# Mullen Board of Education

**Bryan Starr, President**  
**Jason Coble, Vice President**  
**Mike French**  
**Travis Hampton**  
**Dane Peterson**  
**Liza Simonson**

Mullen Vision Statement  
Prepare for the future by learning today.

# Mullen Public Schools ... Every Student, Every Day, the Bronco Way.

## Priorities Identified

- 🐎 Study and consider the value of providing Early Childhood learning opportunities (district-based preschool)
- 🐎 Communications (Engage stakeholders, mentor new board members, pre and post-board meeting; maintain superintendent weekly updates;
- 🐎 Measure student success
- 🐎 Superintendent evaluation tools
- 🐎 Measuring student learning success and engage graduates through survey to assess strengths/concerns of education received at Mullen
- 🐎 Continue to support student learning and curriculum development in all curriculum areas.
- 🐎 Policy Review

## Goal I: Board Goals

Objective: To provide opportunities to engage stakeholders in the development and design of the district’s purpose and direction that will ensure students are engaged through equitable, challenging, creative, and rigorous curriculum and instruction.

**Strategy I. Review the district’s mission and vision to support the long-term goals to develop and grow learning for all students.** *(Adopted April 2021)*

P e r f o r m a n c e I n d i c a t o r s	<p>a. Conduct community engagement to enable the board to engage stakeholders in the identification of needs and priorities to support the long-term goals, decision-making, and forward progress and growth of the school district.</p>		<p><b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b></p>
	<b>Timeline</b>	<b>Responsible</b>	
	Fall 2022	<b>Board members and administration</b>	
	<p>b. Work with NASB to facilitate the engagement of internal and external stakeholders through Strategic Planning to assess and identify the long-term needs and priorities to be addressed to support the growth and progress of the school district.</p>		<p><b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b></p>
	<b>Timeline</b>	<b>Responsible</b>	
	Spring 2022	<b>Board members and administration</b>	

## Goal I: Board Goals

Objective: To collectively commit to the growth and advancement of effective and cohesive board leadership and governance.

**Strategy I. Build upon the strength and qualities of each board member to engage in purposeful leadership and governance best practice to advance instruction and learning for all students.** *(Adopted March 2021)*

p e r f o r m a n c e I n d i c a t o r s	a. Participate in board leadership learning opportunities to expand our knowledge and support of initiatives to improve learning through district retreats, regional workshops, and state and national conferences focused on best practice board governance and leadership.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Board members and Superintendent</b>	
	b. Update the superintendent evaluation tools to ensure the resources align to the approved job description, assigned duties, and responsibilities to provide purposeful and attainable accountability.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
<b>Timeline</b>	<b>Responsible</b>		
Fall 2022	<b>Board members and Superintendent</b>		

## Goal I: Board Goals

Objective: To collectively commit to the growth and advancement of effective and cohesive board leadership and governance.

**Strategy I. Build upon the strength and qualities of each board member to engage in purposeful leadership and governance best practice to advance instruction and learning for all students. (Adopted April 2021)**

P e r f o r m a n c e I n d i c a t o r s	c. Explore opportunities to engage newly elected or appointed board members through a mentor support system to assist in the transition into the new role.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Board members and Superintendent</b>	
	d. Adopt and commit to a methodology to support the review and update of board policies that ensures all board policies are reviewed every one to three years.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Board members and Superintendent</b>	

## Goal II: Curriculum, Instruction, and Student Learning

Objective: To provide support through shared accountability for progressing school improvement goals and initiatives to develop and grow student achievement.

### Strategy I. Dedicate time, resources, and staff to meet the goals and expectations as defined in the continuous improvement initiatives.

(Adopted April 2021)

P e r f o r m a n c e I n d i c a t o r s	a. Study and consider the value of providing a district-based Early Childhood Development program.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Summer 2021 to Fall 2022	Board members and Administration	
	b. Provide the support needed to ensure that every student is a successful graduate of Mullen Public Schools and is given the opportunity to assess their learning experience at MPS.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Spring 2022	Administration, Guidance Counselor who will report to the Superintendent and the Board of Education	

## Goal II: Curriculum, Instruction, and Student Learning

Objective: To provide a rigorous curriculum and expanded learning opportunities to ensure a diverse learning experience for the students at Mullen Public Schools.

### Strategy II. Explore opportunities to support rigorous curriculum and opportunities to meet the diverse needs and interests of our students.

*(Adopted April 2021)*

P e r f o r m a n c e I n d i c a t o r s	c. Continue to support both staff and administration in their work to update curriculum that best fits the needs of the MPS student population		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Board members, administration, &amp; staff</b>	
	d. Engage the board in the review and analysis of district academic data to measure quality instruction and student learning success.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Staff and Administration</b>	

## Goal III: District Culture Goal

Objective: To sustain a positive and progressive district culture that is recognized, valued, and modeled by all through our commitment to provide a quality education for all students.

### Strategy I. Continually engage both internal and external stakeholders to sustain a positive district culture that supports learning for all students at Mullen Public Schools.

*(Adopted April 2021)*

p e r f o r m a n c e I n d i c a t o r s	a. Expand communication efforts to inform and promote the success of the district with patrons and the community to grow awareness of the quality educational activities, expanded learning opportunities and academic success of the district and students.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Board members, administration and staff</b>	
	b. Sustain the superintendent weekly updates and pre-post board meeting information.		<b>Action Steps (S.M.A.R.T. Goals), Data, and Evidence of Progress</b>
	<b>Timeline</b>	<b>Responsible</b>	
	Continuous throughout the school year	<b>Superintendent</b>	



Mullen Public Schools  
Home of the Broncos  
404 N Blaine Ave  
Mullen Nebraska 69152  
308-546-2223



## **Administration Professional Goals**

**August 2021-July 2024**

### **Communication/Visibility/Public Relations**

- Be a visible and supportive presence in all Mullen Public School facilities.
- Visit and meet with staff members to discuss building expectations and discover what assistance and support they need to meet district goals at Mullen.
  - Be visible and approachable at all school activities and within the community
- Continue to increase the involvement of the Board of Education to continue and enhance committee work to aid in the district's efforts when planning future upgrades to the school system.
- Send weekly email updates to both the board and the staff.
- Make our staff and community aware of the great things going on in MPS.
  - Utilize columns in the paper, use of social media, use of Apptegy Thrillshare, email, phone calls, handwritten notes, and other methods of communication.
  - Solicit input from all stakeholders through:
    - Face to face meetings for all staff members
    - Surveys for students and staff
    - Surveys for parents and community members
- Continue to foster a climate of positivity that is conducive to student learning and a positive work environment where staff members enjoy coming to school every day.
- Continue to emphasize school safety initiatives and disaster plans by working hand in hand with local law enforcement and local entities to ensure we are on the same page.
- For all employees and students, be role models that exhibit honesty and integrity, a strong work ethic, high expectations of self and others, and energy & enthusiasm.

### **Instructional Leadership**

- Work directly with the continuous improvement team in order to advance student achievement.
  - Work to support and achieve goals set by the CIP committee
- Guide students and staff to develop to follow the mission statement of MPS
  - Continue to work and support the homegrown "instructional model" that has been developed by our district.
  - Continue to evaluate curriculum and instructional materials and upgrade when necessary.
- Enhance the professional development plan and provide teachers with meaningful opportunities to enhance their instruction. Continue the Academic Learning walks throughout all buildings.
  - Continue to participate in the ESU 16 Professional Learning Communities
  - Continue to organize and facilitate ALP Learning Walks for both buildings.
- Continue to support WIN time in an effort to improve achievement scores on local, state and national assessments.
- Help ensure quality teacher evaluation is completed
  - Maintain high expectations for high quality instruction and student learning.
  - Challenge and support teachers to become instructional leaders.

### **Financial Leadership**

- Make sure we end each fiscal year with more money received than spent.
- Communicate effectively with all stakeholders about the school budget and what we are spending and receiving each month.
- Be sure to apply for all appropriate grants that we may be able to receive and utilize.
- Continue to grow the depreciation fund and continue to maintain a sufficient cash reserve.
- Tell the story of school finance to be as transparent as possible to the taxpayers.

**Mullen Public Schools  
Board of Education  
Annual Board Calendar  
Proposed January 2022**

**JANUARY**

- Reorganization of the Board
- Board Committee Assignments
- Signatures on Potential Conflict of Interest Form if needed
- Adopt Annual Board Calendar and set board meeting dates.
- Issuance and Approval of Superintendent's Contract
- Review/Appoint Title IX Coordinator and Non-Discrimination Compliance Coordinator
- Designate Depository, Attorney and Newspaper
- Designate Mullen Education Association as exclusive bargaining agent for next year's negotiations.
- Review, revise, adopt Board Code of Conduct
- District Report Card

Professional Growth/Board Activity

- NASB Legislative Issues Conference
- ESU 16 Board Workshop
- NASB President's Retreat

**FEBRUARY**

- Issuance and Approval of Principal's Contracts
- Consider and Adopt ESU 16 Contracts
- Consider/Adopt Academic Calendar for Following Year(s)
- Review/Adopt District Goals
- Policy Review/Approval

Professional Growth/Board Activity

- NASA/NASB Education Forum
- Board Retreat

**MARCH**

- Review NASB Board Awards of Achievement
- Policy Review/Approval
- Negotiated Agreement Must be Approved by March 25
- Teacher Contract Issuance and Approval

Professional Growth/Board Activity

- Back to the Basics of School Law for Board Members (2017)

**APRIL**

- Policy Review/Approval
- Review Summer Project List with Maintenance Director
- Review/Approve Proposed Classified Salary Scale
- Review/Approve Proposed Classified Staff Agreements for next school year.

**Mullen Public Schools  
Board of Education  
Annual Board Calendar  
Proposed January 2022**

**MAY**

- Review/Approve Extra Duty Positions/Contracts
- Approve Meal Prices
- Policy Review/Approval

**JUNE**

- Review/Approve Substitute Rate
- Begin Review of District Handbooks
- Policy Review/Approval
- Appoint Superintendent as District Representative – including Non-discrimination Compliance Coordinator
- Review NASB Board Awards of Achievement

Professional Growth/Board Activity

- School Law Seminar

**JULY**

- 5045 Student Fees Hearing and Policy Review
- 5018 Parent Involvement Policy – Public Hearing and Review/Revise
- 5057 District Title 1 Parent and Family Engagement-Public Hearing and Review/Revise
- Review policy 5001 Compulsory Attendance and Excessive Absenteeism, policy 5035 Student Discipline and 5054 Student Bullying.
- Approval of District Handbooks

Professional Growth/Board Activity

- NASB School Finance Workshop

**AUGUST**

- Certification of District's Assessed Valuation – August 20
- Budget development
- Policy Review/Approval

Professional Growth/Board Activity

- Back-to-School Picnic

**SEPTEMBER**

- Board Budget Workshop – early in September/Late August
- Public Budget Hearing/Adopt Budget
- Tax Request Hearing and Consider Resolution
- Policy Review/Approval

Professional Growth/Board Activity

- Labor Relations Conference
- NASB Area Membership Meetings

**Mullen Public Schools  
Board of Education  
Annual Board Calendar  
Proposed January 2022**

**OCTOBER**

- Review Enrollment- Principals
- Appoint Delegate Assembly Representative
- Policy Review/Approval
- Negotiations begin

**NOVEMBER**

- Annual Audit Review and Approval
- Negotiations Continue
- Hearing for Social Studies Curriculum
- Distribute Board Self-Evaluation Form
- Policy Review/Approval

Professional Growth/Board Activity

- NASB/NASA State Education Conference

**DECEMBER**

- Superintendent Evaluation
- Review Evaluation with Superintendent
- Complete Board Self-Evaluation
- Policy Review/Approval

# Mullen Public Schools

## Facilities Plan

September 2015

Revised 12/28/15

Repair/Improvement	Building		1-2 Years	3-5 Years	Long Term/ "Wish List"	Completed
Interior Lighting	Elementary			x		
Exterior Lighting	Elementary			x		
Walk In Freezer	Elementary			x		
Sand/redo signs	Both		x			
Dishwasher	Elementary			x		
Finish new gym	HS		x			
Cafeteria Restroom	Elementary			x		
Repair/Replace Library AC Coil	Elementary		x			2016-2017
Replace carpet - classrooms	Both		x			2016 & 2017
Replace carpet - offices	Both		x			Elementary 2017
AC - 5th Grade classroom	Elementary			x		
Add AC - all classrooms	Both				x	
Bathroom stalls	HS		x			2016-2017
Front Doors (Exterior)	HS			x		Move to 1-2 years
Water coolers	Elem			x		
Football Field Lights	HS		x			
Replace coal furnace	Elementary			x		Move to 1-2 years
Roof repair	Lariat		x			2015-2016
Skylight repair/replacement	HS		x			
Repair/Replace Elevator	Elementary			x		2016-2017
Handicapped signage	Both		x			HS 2017
Storage Shed	Elementary			X		
Fume Hood/Shield - Science Room	HS			x		2016-2017
Kitchen Countertops/Cabinets	Elementary		x			2016-2017
Staff Restrooms	Both				x	
Track					x	
K-12 Facility					x	

# Mullen Public Schools

## Facilities Plan

September 2015

Revised 11/29/17

Repair/Improvement	Building	Priority	1-2 Years	3-5 Years	Long Term/ "Wish List"	Completed
Connect gym with existing building	HS		x			Summer 2018
Front Doors (Exterior)	HS		x			Fall 2018
Football Field Lights	HS		x			
Replace coal furnace	Elementary		x			Summer 2018
Add AC	Elementary		x			Summer 2018
Concesstion Stand/Restrooms	HS (Football Field)		x			
Interior Lighting	Elementary			x		Summer 2018
Exterior Lighting	Elementary			x		Summer 2018
Walk In Freezer	Elementary			x		Spring 2019
Dishwasher	Elementary			x		
Cafeteria Restroom	Elementary			x		
Water coolers	Elem			x		Summer 2019
Storage Shed	Elementary			X		
Staff Restrooms	Both				x	
Track					x	
K-12 Facility					x	

Other items:


Other Items in process:

Removal of shed	Elementary		x			
Reinforce retaining wall	Elementary		x			

Repair/Improvement	Building	Priority	1-2 Years	3-5 Years	Long Term/"Wish List"
Hallway Flooring	HS			x	
Improve HVAC	HS			x	
Concession Stand/Restrooms	HS (Football Field)		x		
Locker Room Addition	HS			x	
Handicap Restroom	HS			x	
Officials Quarters	HS			x	
Walk In Freezer	Elementary		x		
Dishwasher	Elementary			x	
Cafeteria Restroom	Elementary			x	
Sink in the Kitchen Area	Kitchen	X			
Stainless Steel Cabinets & Shelving	Kitchen	X			
Water coolers/Dispensers	Both		x		
New Flooring in Weight Room	HS		x		
Storage Shed	Elementary			X	
Football Field Lights	HS				x
Staff Restrooms	Both				x
Track					x
K-12 Facility					x

Other items:


Other Items in process:

Removal of shed	Elementary		x		
Reinforce retaining wall	Elementary		x		

<b>Completed</b>
Summer 2019
Summer 2019
Summer 2019
Summer 2019



Repair/Improvement	Building	Priority	1-2 Yrs	3-5 Yrs	Long Term/ "Wish List"	Completed
Concession Stand/Restrooms	Activity Fields	X				
Roofing- 6-12, K-1, & Lariat	All	X				
Playground Upgrades	All	X				
Update Teacherage for SPED	MS/HS	X				
Reinforce retaining wall	Elementary		X			
Hallway Flooring	HS		X			
Storage Shed	Elementary			X		
Handicap Restroom	HS			X		
Dishwasher	Elementary			X		
Sink in the Kitchen Area	Kitchen			X		
Kitchen Cabinets & Shelving	Kitchen			X		
Hallway-Concession to South Gym	HS			X		
Elementary Intercom System	Elementary				X	
Backing on Bleachers	Hilltop Gym				X	
Locker Room Addition	HS				X	
Officials Quarters	HS				X	
Staff Restrooms	Both				X	
Track					X	
K-12 Facility					X	

Other items:

**Completed-Summer 2021**

Improve HVAC	HS	X				Summer 2021
Football Field Lights	HS	X				Summer 2021

**Completed-Summer 2020**

Cameras-Outside connection	HS	X				Summer 2020
Trim Trees	Elementary	X				Summer 2020
Playground Resurfacing	Elementary	X				Summer 2020
Update HS Infrastructure	HS	X				Summer 2020

**Completed-Summer 2019**

Water coolers/Dispensers	Both	X				Summer 2019
HVAC-SPED, Science, Music	HS	X				Summer 2019
New Flooring in Weight Room	HS	X				Summer 2019
Walk In Freezer	Elementary	X				Summer 2019
Upgrade Cafeteria Restroom	Elementary	X				Summer 2019

# Administrative Report – September 2021

## Regular Agenda Items:

4. Approve option enrollment for Andrew Harvey. **I recommend approval**

5. Approve local sub certificates for Sue Licking, Sue Holsan, Alysén Daniels and Bob Teters. **I recommend approval**

6. Approve purchase of a new kiln for the Art program. Our kiln has seen better days and it is time to purchase a new one. This is the suggestion that came from Mr. Hoyt and Mr. Kvanvig. **I recommend approval.**

9. Budget Hearing- This is a hearing for anyone to speak against the 2021-2022 Mullen School Budget.

10. Discuss, consider and take all necessary action to approve the 2021-2022 school district budget.

This is the exact budget that we talked about at the board budget workshop. **I recommend approval**

11. Discuss, consider and take all necessary action to adopt and approved the NDE ELA standards. All accredited school districts must do this to remain accredited through Rule 10. **I recommend approval**

12. Discuss, consider and take all necessary action to sell the 2009 Ford 10 Passenger Van. After inspection and talking with Josh, in order to be good for students and staff the repairs required are going to be more than the van is currently worth. My suggestion is to sell it on Facebook and I know that Glidden Canoe Rental is interested. **I recommend approval**

13. Discuss, consider and take all necessary action to allow Mr. Kuncl to seek government bids for suburbans for the 2022-2023 school year. These are 6-8 months so I would like to get the ball rolling. **I recommend approval.**

## Non-Agenda Items

ARP ESSER III- This is complete and we are waiting on approval. Then I plan to request reimbursement for all of the laptops, chromebooks, math curriculum, and paychecks for staff hired under the ESSER III coding.

Teacher Certification email- I just wanted to keep all of you informed on this situation.

NASB State Convention- 2021 State Education Conference will be held November 17-19 in hybrid form. That means members may choose if they attend the event in-person at the CHI Health Center, downtown Omaha or virtually. Please let me know if you would like to attend in person ASAP so I can get hotel accommodations.

At this years session, a group of superintendents (Brady, Bertrand, Perkins Count) and I are presenting at the event.

Title: Stress During Trying Times & the Unknown: Humor, Networking, Venting & Vulnerability

Description: Lessons learned and how we shouldn't forget the importance of the human element in high stress situations. The story of four administrators failing, coping, surviving and thriving together during trying times.

Presenter(s): James McGown  
Phillip Picquet  
Chris Kuncl  
Jason Brown

## **Activities Monthly Report**

### **Sept 13, 2021**

1. Fall Sport Parent meetings are all complete and the seasons are off and running.
2. Fall Sports have began competitions
  - a. Football is 2-1 right now and play undefeated Garden County this Friday
  - b. Volleyball is 2-5 right now and play in 2 Triangulars this week.
  - c. Cross Country has competed in 3 meets so far with a lot of success. JH CC has competed well also at these meets.
  - d. Girls Golf has competed in 5 meets so far and will compete at Valentine next week.
3. JH Volleyball and Football have competed well in their first 2 contests with Maxwell and Sandhills Valley. They host Sutherland today.
4. 121 Schools in Nebraska have added girls wrestling this first year as an NSAA sport.
5. The NSAA still has no restrictions for COVID for the fall sports at this time and they are continuing with activities on time and plan to have a full, productive, healthy season and create a great experience for our students.
6. Mullen Public Schools will continue to remind patrons of demonstrating good sportsmanship with a sportsmanship reading prior to all varsity games.

An article from the NSAA states that Friday Night Lights have become Thursday or Saturday Night Lights as teams consider playing on alternate dates to accommodate the lack of individuals to officiate games. The shortage of officials in high school – and middle school – sports has been a growing concern for several years – in large part due to unsportsmanlike behavior by parents and other adult fans. The challenge for schools and state associations remains two-fold: how to recruit more individuals to become officials and how to retain those people currently serving as officials. The sportsmanship issue is something that continues to keep individuals from officiating, or we lose them because of poor sportsmanship.

**Activities Monthly Report**  
**Sept 13, 2021**

*August 11, 2021*

*School Board Members,*

*"Thank You" seems not enough for what your Board has done to support a Resolution to have the newly proposed Health Standards of the Nebraska State Board of Education scratched. Parents and guardians are best suited to know when and how to address these very personal and delicate stages of growing up. Our family values do count and your Board has said the same.*

*Senator Joni Albrecht – Legislative District 17*

A handwritten signature in blue ink, appearing to be "Joni Albrecht", written over the printed name.